

The MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
MAGISTRI NEQUE S

VOLUME XVIII



NO. 6

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EDITORIAL

"SH - - - - TABOO"

WE remember listening to a speech delivered many years ago by Will Crooks, M.P. for Woolwich. Will often took as a pattern the great Teller of Parables in driving home his teachings, and on this occasion he was twitting the government of that day for shelving action on important questions calling for immediate solution, by submitting them to royal commissions—net results, expectations not materializing. He said something like this: "You know folks, these royal commissions sometimes remind me of a chap who paid a high price for a sitting of extra special eggs. About six weeks afterwards he went to the chap who sold the eggs and greeted him with: 'Wot abaht them eggs?' The reply was: 'Well, wot abaht 'em.' 'Well,' said the buyer, 'there was sommat queer abaht 'em. That there old 'en o' mine sat on them eggs for three, four, five weeks and becos not a bloomin' chick 'atched aht, she kinder got disgusted-like and left the nest. And wot do yer think? When I broke the shells, blimey! if that old 'en 'adn't boiled the eggs 'ard—every bloomin' one of 'em'."

* * *

NOW that the long overdue overhauling of the British North America Act is in prospect of materialization and the Royal Commission on Dominion-Provincial Relations is on tour, listening to briefs from all and sundry, it is to be hoped that the commission is not sitting on any eggs previously hard-boiled, for every section of the public of the Dominion is really expecting a hatch of robust chicks. We refer to the "Hen and the cooked eggs" story because it seems to us that the terms of reference of the Commission places every B.N.A. egg under the Commission—not excluding the egg marked "Education". In other words every section of the B.N.A. Act which concerns Dominion spheres of activity and authority is under review

for full and impartial consideration, inquiry and investigation with a view to making recommendations for improving the constitutional set-up and so making it more modern, more adequately capable of functioning in the interests of the Canadian people as a unit amongst the nations of the world.

According to newspaper reports of sittings of the Commission (if the reports were accurate and we interpreted them correctly), members of that Commission have expressed opinions leading an impartial reader to suspect that what amounts to a decision has already been arrived at and that any serious consideration of Dominion participation in financing education is held "taboo", or that the B.N.A. Act in so far as it deals with education is inviolable, sacrosanct. It is to be sincerely hoped and urged with all force and urgency that the Commission may be induced to recede from what, to us, is an apparent predetermination of this question. Yes, it is not unreasonable to urge that the educational egg shall be part of the sitting and that a healthy chick will break through its traditionally hard shell.

* * *

HERE is the way the "tabooists" reason in setting forth the case for the sacrosanctity and inviolability of the B.N.A. Act respecting education.—The Act originally vested in each province exclusive control of its educational system; education is primarily a religious, a family matter; the more immediate the control, the more effectively can minority rights be secured against encroachments, the more surely can parents have a direct say in who shall be appointed to instruct their children. Now it must be accepted as a fundamental and unexceptional principle that if the Dominion assume any share of the cost in support of any public service it shall *ipso facto* assume a substantial share in control of that service. In education this would

mean "remote" control (from Ottawa) which in turn would result in lack of sensitiveness to and understanding of local opinion and local needs. In other words the rights of religious minorities would be at least jeopardized, if not in danger of elimination altogether. Again this was the spirit and original intention of the B.N.A. Act—to safeguard the rights of minorities; it still has the overwhelming backing of the citizens in every province, vehemently so in many, and any attempt to change this original intention and spirit would never be countenanced either by the individual provinces or by the Dominion Parliament. Therefore, serious consideration of any proposals that the Dominion Government assume any responsibility for financing education in Canada is out of the region of practicability and any advocacy of it futile.—Q.E.D.

* * * *

AS a matter of fact the argument set forth above is not hole-proof by any means. Nor should one disputing its finality be necessarily held as attempting to negate the spirit and original intention of the B.N.A. Act in providing a set-up safeguarding the rights of parents and of religious minorities whether Protestant or Catholic. We certainly would never be guilty of such an obvious indiscretion as to suggest that schools be run by remote control from Ottawa or that parents and religious minorities should be prepared to forego or sacrifice their accepted rights as a *quid pro quo* for Dominion assistance in education. It is disputed however, and very strongly so, that Dominion Government control **must** be a *sine qua non* for subsidies to any provincial educational system. In fact many examples can be quoted where the Dominion Government has already made departures from this principle: for example, grants in aid of agricultural education under the Agricultural Instruction Act, and to technical education under the Technical Education Act, 1919, and more recently in 1931. Yet we heard little when these Acts were passed that they were encroachments on provincial or minority rights or as being inconsistent with the B.N.A. Act respecting education. Again the Dominion Government actually operates exclusively the Royal Military College at Kingston; it takes care of the education of Indians and for years, through the Department of National Defence, it has supported cadet work in the various provincial educational systems by means of grants and the maintenance of supervisory officers and instructors. Last year the Rehabilitation of Unemployed Youth system was instituted. These few citations are sufficient surely to drive home two points: first, that the Dominion Government has not interpreted too rigidly the B.N.A. Act as precluding them from embarking upon a policy of financial support of education in the provinces; secondly, that the Dominion Government has not always insisted upon the principle that in return for financial subsidy it shall automatically carry the right or practice of assuming a measure of control of the spending of such moneys by the Department of Education of the province. Neither did the Dominion Government make any attempt to intervene regarding, say, the operation of Technical schools—their organization, qualifications, appointment or dismissal of teachers. No, the school boards operating technical schools

were just as free in their operation as if no share of the cost of technical education had been borne by the Dominion Government. Again, scores of examples might be given to show that publicly elected bodies, whether municipal, provincial or federal, do not insist that they must necessarily intervene in the control of institutions or bodies which they subsidize or support financially. Our Legislature passes the estimates for the University, and that is the limit of the government's control of the institution—the control and expending of the funds so voted are left to the Board of Governors of the University. The Provincial Government pays almost the whole cost but does not attempt to dictate to the University authorities in any way, what departments must be maintained, what members of the staff shall be appointed: neither is the University required to submit to governmental inspection nor any supervision whatsoever. Again library boards, hospital boards, exhibition boards, etc., are usually supported by municipal groups; yet the several institutions are left free to govern themselves by and through their own governing bodies, unimpeded by intervention of the municipal council. Of course if the governing bodies be inefficient and ineffective, acting in a manner inconsistent with the public welfare or otherwise belying their trust, the authority making grants just turns "thumbs down" on the money. But no reasonable person could argue that that would be interfering with the inherent rights or autonomy of the financially supported board. Space here does not permit to develop the argument further that "control with financial support" is of necessity a constitutional obligation, nor that it is advisable or practical in certain cases amongst which education is an outstanding example.

* * * *

It is all very well to suggest that the Dominion Government should continue along present lines but in a wider way by giving grants to such types of education as technical, agricultural, adult, military schools, youth rehabilitation, extension and other specialized types. It should, and in addition also, offer generous scholarships for talented pupils. But by so doing it would hardly touch the fringe of the problem and do little to ameliorate conditions where relief is most essential. Nevertheless it must not be forgotten that many of the grants above suggested would merely relieve the wealthy communities where there had existed in the past sufficient resources to build and support in part the necessary institutions. Take for example technical education—it would materially assist the large centres, and also possibly leave more money for provincial governments to devote to rural education; but in its final analysis it would work out so that "everyone that hath shall be given, but from him that hath not shall be taken away even that which he hath."

* * * *

THE problem today is that education is altogether too much dependent on direct taxation, principally on land. Immediately a drouth occurs the tax-bearing potentialities of land disappear and both local and provincial authorities cannot gather together the wherewithal to finance even a minimum standard of

education, let alone the special types above mentioned. Again the unevenness of tax-bearing ability to support education is just as apparent between provinces as it is between local communities. The limited financial resources of some provincial governments with other social services steadily mounting in costs—mothers' allowances, old age pensions, etc.—make precarious at all times the proper support of an adequate system of education. It prevents absolutely any measure of equal educational opportunity for the citizens-to-be of the Dominion. Few reasonably minded people would presume to argue that, on principle, education should not be a national obligation, or that throughout the world today, even where previously education had been supported locally, there is no progressive people where the tendency without reservation is to place the load more and more on the national government. Particularly so is the tendency in the United States where, by the way, the constitutional obligation was just as definitely and traditionally placed on each state to take care of its educational system as it was in Canada. However, the great nation bordering ours is coming more and more to a realization of the fact that the development of industrial civilization, the complexities of modern life, modern inventions and communications, the growth of inter-state independence, the opening up of world markets, the dependence of nation upon nation socially and economically—all these things amongst others have developed conditions altogether unforeseen at the time of confederation. And the same is true of Canada. Any nation which plays a laissez-faire policy with respect to the education of its future citizens will inevitably go to the wall sooner or later: it cannot exist as a modern nation with its citizens half ignorant and half educated. As things are working out today, from the standpoint of modern education of a standard calculated to meet the needs of the future, practically all the boys and girls have promise of being but half educated. This is not quite so true of the larger urban centres but even there the school boards are complaining with reason, that they have reached the limit of their resources and that further developments in their systems are impossible.

If those in authority in Canada persist in dodging the educational issue by placing constitutional obstacle in the way of Dominion Government support of education by raising the traditional bogey arising out of a narrow interpretation of the B.N.A. Act, then Canada will find itself crippled in less than a generation. The Dominion Government will sooner or later have to face the issue; they can not prejudice indefinitely, and possibly irretrievably, the welfare of the nation in this regard. If they hold that the only possible condition of Dominion support for education must be a surrendering of the rights of minorities and intervention or share of control, then immediate harm only can result. If the money is forthcoming on a subsidy basis they need fear no protests from either the provinces or any sections within them. Maybe the teachers of Canada will be regarded as impractical idealists for the time being, as children crying in the wilderness; but the Canadian Teachers' Federation, strongly supported by the affiliated provincial organiza-

tions have precipitated this too long-delayed issue. We mistake not in asserting with confidence that the movement will grow in ever-widening circles until the people of Canada realize that the educational systems must advance beyond the days of the oxcart. Dominion Government support of education will sooner or later be not regarded as "taboo".

EDUCATION WEEK—1938

EDUCATION Week is now a co-operative movement throughout the whole Canadian Teachers' Federation, and it is to be hoped that the A.T.A. will set the pace in regard to this week of publicity for education.

Alberta Education Week is primarily intended to arouse the public to greater interest and appreciation of the work and organization of schools, and to stimulate a spirit of co-operation in public, parents, and school workers in the matter of education. The following suggestions are tendered in order to make the work effective in Alberta for the week commencing February 6th: secure the co-operation of the press throughout the Province in the following forms:

- (a) Intensified news, day by day throughout the week, dealing with local, or general educational topics.
- (b) Intensified articles by educationists, and where possible, local teachers.
- (c) Editorial comment and leading articles.

Next, secure the co-operation of service clubs and similar organizations along the line of special luncheons or banquets with teacher speakers and guests.

As far as possible each local organization throughout the Province will have to take care of their own local situation. The Provincial Education Week Committee is confident that if the members of local groups of teachers tackle the task in a confident and energetic manner, little help other than general direction will be required.

We give below particulars of the radio broadcasts, etc., which are being sponsored by the Canadian Teachers' Federation during Education Week.

Canadian Teachers' Federation Education Week Broadcast, CBC network, February 7th, 1938, 8.30 to 9.00 p.m., E.S.T.

Programme: Music by the Ernest Johnson String Ensemble, under the auspices of the Toronto Musical Protective Association.

1. Quintette, Allegro Brillante, Opus 44, by Schumann.
2. Address, "Education—A National Responsibility", by A. C. Lewis, President, Canadian Teachers' Federation.
3. Liebestraum, by Franz Liszt.
4. Jigue, from the Suite D Major, by Handel.

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President to Members

Fellow members of the A.T.A.:

Recalling the business of several past Executive meetings and thinking back from it to the origin of the items discussed, I come repeatedly to a few major problems which merit serious consideration.

Personnel

The most intelligent and capable of our boys and girls are ceasing to be interested in teaching as a vocation. Those whom we would gladly welcome into the profession are being attracted elsewhere. These are facts based on recent studies of both high school and university populations. Why is this true? May I hazard a few guesses. When a province owes its teachers the arrears of salaries that are owing today, it must expect its more capable youth to turn aside to a vocation where, at least, what is earned is paid. The statutory minimum when paid is small enough, but score upon score of school districts are not attempting to pay this minimum. I am not generalizing from meagre data. During the last two years I have seen a sufficient number of contracts and letters of protest from teachers to know whereof I speak. In a desire to economize, often unnecessarily, many school boards are discouraging both those now in the profession and others who might enter. They are working against the best interests of the School Trustees' Association. Probably at the Trustees' Convention this month the Executive speakers will point out to erring trustees the seriousness of the situation. If education for the children of Alberta is to be safeguarded, something must be done immediately. This matter should be of concern to parents and public as well as to teachers. Qualified teachers may reap a reward in higher salaries because the pendulum has now swung too far to the left, but education will suffer in the very near future if corrective measures are not applied. A round-table conference on this subject might be worth while.

Professional Mindfulness

Of course, all error is not to be laid at the door of the minority of school boards to which I have just referred. Executive members see other letters protesting against the actions of teachers. Many of the stated offences are certainly unprofessional. There are many members of our profession who have not yet learned to play the game with their fellows. There are too many teachers bargaining for salaries below the minimum. There are some who are using their ingenuity to defeat the regulations governing the profession. Some are being brought before the Discipline Committee. I submit that this issue must be faced courageously and, although there is a strong economic urge prompting the offenders, the Executive must insist upon fair co-operative dealings.

As we grow in true professionalism, these temporary problems will be left behind and we shall move on gradually to others less striking but equally important. Not only must we discard that which is unprofessional, but we must acquire traits of true professionalism. When that time comes, and it will come, the continuance of, and interest in, meetings of sub-locals will not be contingent upon the arrival of several speakers from the head office. At first from the district local and later from the sub-local itself will come the leadership which will ensure the success of sub-local gatherings. The world was not made in a day nor will a true teaching profession be made next year or in the succeeding few years. If

slowly and steadily we keep moving in that direction we may keep our chins up. As we grow there will be signs of maturity. In our teaching we will depend less on manuals and page-by-page or item-by-item lesson outlines. We will spend more time thinking about the "why" and the "how" of the work we are doing. There will be an abiding interest in problems that lie behind the textbook and the day's assignment. If caught by the camera when at a convention we will not provide a study in contrasts if snapped first, when someone is telling us the exact order in which the combinations and separations of number are to be taught and, again, when an address on sociology or philosophy of education is being given. All things in their time.

Organization

A.T.A. progress in Alberta during the next ten years is very dependent upon the dispatch with which the present reorganization of district associations and sub-associations is completed. The educational needs of the large local area cannot be served unless the sub-locals are very much alive. The District Executives should be representative of their entire area. Reorganization is going ahead well in several areas. There are a few quiet zones.

Pensions

Your Executive is working diligently on the matter of pensions. I have on my desk a set of proposals outlining "An Act to Establish a Teachers' Retirement Fund". We hope that by Easter, Alberta will have a retirement fund established as has every other part of the British Empire.

Begin now trying to collect some of that salary-in-arrears. You will need it if we all are to meet in Calgary at the Easter Convention.

Yours fraternally,

M. E. LAZERTE, President.

* * * *

Durrell-Sullivan Reading Capacity and Achievement Tests; World Book Co., Yonkers, N.Y., 45 cents.

Two new reading tests for grades three to six have arrived recently. The tests are designed to discover reading difficulties so that remedial work may be planned. The Capacity Test, which is composed entirely of pictures, measures comprehension of spoken language. The Achievement Test consists of four parts: word meaning, paragraph meaning, spelling and written recall. Testing that is not followed by diagnosis and remedial teaching is of little value. The authors have therefore prepared an accompanying test, the Durrell Analysis of Reading Difficulty. (Grades 1-6, price \$1.65).


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By
John Liebe, Ph.D., General Shop Instructor,
Lethbridge

PART III

SIGNIFICANT EVENTS OF THE 20th CENTURY

1. The Chinese Revolution (1912):
 - (a) Domestic causes of the Chinese Revolution;
 - (b) Foreign causes of the Chinese Revolution.

When we look at the world of nations we are not always aware of the fact that the modern world knows only four great centralized political federations, namely:

The United States with a population of about 125 millions;

Soviet Russia, with a population of about 150 millions;

British India, with a population of about 270 millions;

and China, with a population of about 440 millions.

We are liable to overlook that China is the largest political unit in the world. The task of providing a political organization for 440 million Chinese has been attempted successfully. And although China's political machinery works just as poorly as many other political machines, it serves a purpose that may well be compared with the ideal of the United States of Europe, an ideal that the League of Nations is trying in vain to realize. Five races, hundreds of local languages and regions that differ in climate like Scandinavia and Italy were politically united through a common cultural inheritance. No one but a scholar was considered fit for the highest positions in the state. For over a thousand years the leading officials of the vast Chinese Empire were selected by competitive examinations on literary taste and practical ethics. The beautifully painted Chinese pictograms became the main tool of governing. Although the educated people of southern and northern China cannot understand one another through the spoken word, they all read and understand written Chinese. Dynasties fell and rose, but this old, well-established, Confucianistic philosophy on life remained as a practical way of life. Why was it shaken at the beginning of the twentieth century?

Domestic Causes of the Chinese Revolution

We are accustomed to regard a revolution as a violent social upheaval which is strictly a domestic affair of the country where it occurs. And the Chinese Revolution of 1912 has indeed features that are quite similar to Western revolutions. The anti-dynastic feeling against the foreign Manchus on the throne (1644-1912) had never ceased altogether. Powerful secret societies that resemble our official opposition became openly hostile in the Taiping Rebellion (1850-1864) and the Boxer Rising (about 1900). The resentment of the corruption among the mandarins added to the general discontent. The revolutionary party of Dr. Sun Yat-sen which accomplished the overthrow of the Manchu Dynasty (1911) drew most of its members from the Secret Societies. Yet it would be a very superficial view of the Chinese Revolution to seek its main causes in China alone. If it had been a domestic affair it would have followed the traditional Chinese pattern; and Yuan Shihkai, the first president of the Chinese Republic, would certainly have succeeded in his attempt to make himself founder of a new dynasty. That he failed¹ reveals the world-wide causes of the revolution.

Foreign Causes of the Chinese Revolution

The Revolution of 1912 is the direct outcome of China's relations with the outside world. The Manchus resigned, a constitution was drawn up, but the revolution which has lasted for a quarter of a century is still in its beginning. This continuous unrest has been caused by nothing less than the historical contact between the old mind of the Chinese Civilization and the young mind of the Western and Russian Civilizations.² It is a torturing, heart-rending, tragic mental experience which could befall none but an old civilization. Russia cannot understand the West; neither the West nor Russia are capable of understanding China; but China begins to understand Russia and the West. China faces the two youngest civilizations with the helplessness which a sympathetic, sensitive, wise man feels when confronted with ignorant arrogance. This situation is truly reflected in the balance of knowledge between China and the West. "For one Englishman who knows Chinese thoroughly, or has any intimate knowledge of Chinese life and thought," says H. G. Wells, "there are hundreds of Chinamen conversant with everything the English know."³

China's millions were forced to pay attention to the Western mind by very brutal, sensational events. Britain forced the opium traffic on China (1840), obtained those "rights of extraterritoriality" which could be stretched to the right of establishing military bases in the treaty ports, in particular Canton, Shanghai, and Hongkong, and administered the customs in favor of Western nations. France and the United States took at once advantage of the situation and secured similar rights, stipulating cleverly that their rights should automatically extend with those of the most favoured nation. The application of those treaties naturally led to new hostilities which ended in the occupation of Peking (1860) by Britain and France. Since that time fortified foreign legations were established in Peking. The race for the partitioning of China began: Russia took the Amur region (1859), France, Indo-China (1880), Britain, Burma (1880), Japan, Formosa (1895), Germany, Shantung (1898), Russia, Port Arthur (1899). It seemed as if the partitioning of primitive Africa should repeat itself on the soil of the oldest civilization: the spheres of influence had been agreed upon. Russia was to control Manchuria, Germany Shantung and the regions to the south-west, Britain the Yangtse region, France the south. The movement which was in part checked by the competition between the exploiters themselves and by the Great War, caused a profound change in the mass-sentiment of the Chinese people, a change which has proved to be the great driving force of the Chinese Revolution. Revolutionary China has attempted to repudiate the extraterritorial rights which she was forced to grant. At the same time China is anxious to adopt Western methods of government, industry and commerce, and even education. Young China's respect for Western science and technique exposes her, however, to the subtle approach of Western capital through the medium of loans

¹ See Gowen and Hall, pp. 364-389, chapt. 31, "The Dictatorship of Yuan Shihkai".

² Cf. comparison between the Western Renaissance and the so-called Chinese Renaissance. (December issue, 1937.)

³ See H. G. Wells, p. 889.

and concessions which necessarily go with any programme of industrialization.

Russia heartily supports China's stand against extra-territoriality, but her main concern is the social emancipation of the Chinese peasants. It is said that she succeeded in organizing perhaps a quarter of the Chinese provinces on soviet lines to such an extent that they became practically independent from the central government of Chiang Kaishek (1927). At the same time Russia tries to offset Japanese influence and satisfy her far-eastern aspirations. Before 1917 Russia joined in the race for the partition of China. Since then she has conquered the "scholastic Empire" mentally with surprising success. This acts as a check on the importation of Western capitalism with its social problems.

If we look at China's fate with Japanese eyes we must admit that, if China is doomed to fall under the control of some power, her plight will be somewhat relieved if she comes under the control of the strongest Oriental nation instead of under Western control. Modern Japan undertakes both to protect the Orient against Western aggression and to satisfy her own national ambitions for expansion. Westerners usually fail to realize that Japan is too deeply rooted in the Chinese Civilization to become a permanent enemy of China. Since Japan and the West are not very far apart in historical age⁴ Japan could rapidly go through a westernization (1867) and is now in a position to beat the Western nations with their own weapons. Japan will continue to penetrate China at the expense of the West (1931 up to the present) and hopes to check Western influence more effectively through practical control of the so-called "international settlements" on Chinese soil. She sympathizes with those aspects of the Chinese Revolution which increase the self-respect of Oriental peoples and liquidate extraterritorial rights for non-Orientals. In this sense, the Chinese Revolution extends to Japan. As the leading military power in the area of the Chinese Civilization Japan endeavours to check the advance of Russia and the West.

But the mental penetration of Russia and the West is irresistible. China has become the mental storm-centre where the three temperate-zone civilizations meet.⁵ Her relations with Russia and the West have become so manifold that her ancient historical tradition can no longer exist as a practical way of life without being challenged continuously. The pure Chinese mind has ceased to exist, Confucianism has been shaken to the roots. There is more at stake for China than just her political independence: she has to find some reconciliation or compromise between the minds of the three civilizations which strive for expression on Chinese soil. Under the pressure of events it has become a matter of life and death for China to form a conglomeration of the Chinese, Russian, and Western mentalities. This is the great task of the Chinese Revolution seen in a larger perspective, whatever the daily slogans may be. The restless, unhappy leader of the early revolution, Dr. Sun Yat-sen, is the typical expression of a mind torn between three minds: he is the symbol of present-day China. Unspeakable pain expects the oldest and mildest civilization; but if China solves the great task of her Revolution she will have led the world in the successful amalgamation of the surviving civilizations of the globe. All great things are born in pains!

⁴ Cf. about the historical age of the Chinese and Japanese (October issue, p. 15, 1937).

⁵ Cf. Russia's approach to China and the West. (October issue, 1937, p. 17.)

(To be continued)

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KING LEAR - -

By H. R. LEAVER, M.A.,
Eastwood High School, Edmonton

We are looking forward to the time when this Shakespearean play will be taken off the course for Grade Twelve literature, and we are wondering what selections of equal moral value, or of comparative intellectual fervour will be put in its place. When one considers the favourable opinion of thoughtful critics, and searches through the pleasing comments of great thinkers, past and present; when one views the immeasurable heights to which this one play has been elevated, by men who have no motive beyond a desire to express an appreciation for the fullness and richness of human experience as contained in the record of King Lear; when one reads the profound and exhilarant pæans of praise for this glory of English drama, we pause with apprehension and not a little misgiving at the loss that will be sustained should no literature of equal power be put in its place. We intend to examine some of the criticism that has been put forward for the withdrawal of this play.

We are told that it is ancient and antiquated. No one would deny the truth of this statement, if the mould in which the play is cast, were alone considered. The plot deals with a king and nobles; with attitudes of subservency and antique loyalties. But who regards the framework or scaffolding employed to exhibit human relationships? Any reader knows that the gods are busy in the first scenes, tumbling these titled people into the dust, stripping them of all the paraphernalia of royalty and aristocratic significance. Struggles and strife, conflict and opposition are not between the appendages of social greatness, but between the human characteristics that determine moral uplift or social degeneracy. Any reader worthy of the name will cast aside these trappings of rank and title, and will view the permanent and abiding qualities of love and reverence, of loyalty and devotion struggling in the mesh of circumstances. This criticism of antiquity, one cannot regard in any other way but as a shallow and nebulous vapouring, faulty in any serious reader, and unworthy of consideration in the matter of a selection for a literature text.

A second criticism concerns the Shakespearean diction. We are told that the language of High School literature should be the language of the street, the common tongue of daily intercourse. This claim might hold for the ordinary communication of news and of temporary events, but the assertion has no meaning for the permanent forms of literary endeavour. The critics who make it, know that the important occasion demands the party-suit of language. We have seen such critics, in situations of some moment, dressed in their tuxedos, and groping among the dusty memories of some remote High School literature period, for the proper quotation or the apt phrase wherewith to clothe the elevated thought of the moment, when the occasion demanded something more than the language of the Exchange booth, and the utterance that flavours the oil-stock counter. Great issues allow of great diction, and when one experiences the gradual slipping of life's loyalties, and sees in the trend of circumstances the departure of the bond and of the adherence to great values, the language that accompanies these experiences must of necessity be elevated and sublime. A great tragedy treats of such issues. We shall be told further that the words that bear these calamitous events in King Lear are out of date. The justice of this criticism can easily be established, if its advocates are so minded, by bringing a list of such words, and by showing that they have left the stage of common or even of rare parlance, and are no longer instruments of communication. We would be pleased to gain such assurance. Not only is this criticism not the case, but rather, in the stir of

economic fervour that has vexed the minds of social reformers in this present decade, Shakespeare has provided the enthusiastic hustings orator with the exact word and precise phrase wherewith to convey the correct aspect of reform necessary to the State. The truth of the matter is, that present-day English is rapidly bringing back to common use, words of Saxon origin, which have been preserved in Chaucer and Shakespeare, and which have been temporarily dropped during the last two centuries of industrial and commercial expansion.

Another objection to King Lear is that the motive and inducement govern only the affairs of kings and nobles. The falsity of such a statement can readily be seen by any serious reader. Within a few moments of the rise of the curtain, all the glitter of regal show, and all the pomp of aristocratic circumstance are thrown aside, and the characters stand as plain men and women, equipped with the common passions and strivings, and fighting the battle of life with nothing but the common urges towards ideals of faith and love and reverence, on the same stage where these have been won by common people with common attributes and common equipment. The chief characters that battle in this cataclysm of human upheaval are denied the advantages of privilege and law; they possess no rights and no sanctity of appeal; they are not favoured or invested with any standards of dealing, other than their own individual consciousness of being in a world out-of-joint, or their particular awareness of influences that have rendered them immune from consideration and exempt from fellowship. For the time being they are one with the bear and the wolf, suffering the extremes of inclemency and rigour, and of unpropitious circumstances. Not only are they nothing in the way of advantage and right, but they are the victims of outrage and abuse, imposed upon them by members of their own families; they are subjected to the treachery of a bastard; they are tortured with the extreme of physical pain. To put forward such an objection—that the play exhibits kings and nobles for the further glory of kings and nobles—is idle and false. These people fight their fight on the common ground and arena of human struggle, and yet hold to the kingly ideal and the human excellence when in the meanest of adventitious circumstances.


Our final consideration concerns the quality of this play as a fit subject of study for Grade Twelve. The present tendency is to fight shy of any literature that has meat in it requiring a strong mental digestion. The idea that literature is a subject involving merely an intellectual interpretation has held sway for many years. That the worth of a piece of writing is gauged by the amount of information contained in it is one of the chimeras left by the quackery of intellectual measurements. King Lear as a play holds its place among the great things of earth in much the same way as do Westminster Abbey and the Fifth Symphony of Beethoven. It has tradition because of the accumulation of expert opinion, but the young student does not know this. To him the appeal is immediate, and the tradition is an after discovery. An analysis of a symphony belongs to the work of a student specializing in harmony and counterpoint; the analysis of a cathedral is a task for the architectural expert. Yet these monuments to human greatness bring to the uninformed a value that transcends all critical interpretation, and a worthiness that subverts the narrow intellectual interpretation. Such a monument is King Lear. It shows the kingly qualities being tested for the common human excellencies. It is the supreme literature of the English language, the theme of which is the greatest of which man has yet become aware. In the disturb-

ance of Italian civilization brought about by the Mussolini dictatorship, one of the most noticeable aspects is the return of Italian thinkers to their past greatness in the realm of art. Dante has become a household word, and among other gems of wisdom brought out for observation and study, is the sentence:

E la sua volontade e nostra pace.

The present writer has met this sentence in four books of recent publication. (By strange coincidence, even at this identical moment of writing, Rabbi Eisen is expressing the same truth conveyed by the above Italian, from the Hebrew sages over radio station CFRN).

In conclusion we would like to point out why this noted saying of Dante's has become so quotable, and why in this discussion of the merits of King Lear, we mention it here. The wisdom it conveys is the same that Shakespeare has presented in this play. All the great who have inhabited this globe, have in their short passage through a world accommodated to ordinary sense perception, been struck with the phenomena that at times flash with an intensity beyond the capacity of the mere eye or ear, beyond induction or deduction, to comprehend. The outcome of the phenomena is a symphony, or a Madonna, a poem or a cathedral. Children share this capacity with the great, that they can understand, where the knowledge is beyond the compass of demonstration, and can appreciate the truth, where the information is a mere convoy. The demand of modern education, that the school-child shall intellectually comprehend, is like the general, ordering his soldiers to crawl through four inch sewer pipes. The real education is beyond dimension and outside of the scope of mental demonstration. Does the Inspector insist that $(a+b)^n$ shall be demonstrated geometrically as well as algebraically? The demand that no literature should be studied, but such as can be shown as $(a+b)$ is just as foolish. King Lear as a play presents the truths of experience in much the same way as does all great art, and is as readily comprehended by the uninitiated. This does not mean that this comprehension can be brought within the compass of language and transferred to paper. The theme is that of Confucius, of Moses, of Handel, of Michael Angelo. It shadows forth the forms of things unknown, and gathers the mysteries of life into the compass of a world experience. It shows that there is no limit to the capacity for knowledge, and no boundary to the apprehension of truth. Children of high school age look through and beyond the mere trappings which convey this knowledge; they beat aside all the pomp and ceremony that accompany the events; they forget the crimes that occur in the progress of the incident, and with an imaginative grasp that is frequently denied to adults, they play on the temporising of human passion with the eternal verities. These identities between the knowing mind and great art, are the $(a+b)^n$ in the dimension of truth.



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PERSONALITY - - An Address Delivered at the Camrose Convention by G. C. French, M.A., Killam, Alberta

WHAT IS PERSONALITY AND HOW CAN IT BE MEASURED?

The concept of personality is becoming more familiar in Alberta as teachers study articles and books dealing with the philosophy and the technique of the Enterprise Procedure. The following quotation from an article by Dr. Dickie in the A.T.A. Magazine of September, 1937 is an example: "Enterprise education means experience education; it means that we plan to develop our boys and girls, not by requiring them to memorize isolated facts, which may or may not be absorbed into consciousness and so affect personality but by a series of concrete experiences which cannot fail to be absorbed into consciousness and therefore cannot fail to contribute to the development of the pupil's personality."

Another illustration of such definitions may be found in that familiar book "The Activity Program" by Melvin. In his discussion of the philosophy of the Enterprise technique, he says: "In education we should have clear, concrete, particular goals. Such a goal is not the old one of adjustment nor is it curriculum. The wholeness and the balance of internal relations is preserved only when human personality is regarded as the primary goal of both learner and teacher. It is only with this goal that people can become desirable as individuals and desirable as groups."

The purpose of the procedure appears to be the development of personality. It has been said that if the graduate of the elementary school has received a satisfactory development of the skill subjects and if he has received an adequate personality development, then the elementary school has completed the requirements expected of it. Note that there is no stress on the factual information which is to be acquired except that of the skills.

If this is the case, do you wonder then, that there are many who are asking the question, "What is personality and how do you know that you are developing it?"

One of the most complete definitions of personality will be found in the writings of F. H. and G. W. Allport, Professors of Psychology. They analyze Personality into the elements of the physical basis and the general classes of traits of intelligence, motility or motor characteristics, temperament, self-expression, and sociality. In another interesting book, "The Anatomy of Personality" by Howard W. Haggard and Clements C. Fry, both medical men, may be found a different and a more interesting analysis of the same groups. They call the elements the physique, the intelligence, the temperament, the ego and the impulse or driving force.

Physical Basis: The physique or the physical basis includes three subdivisions:

1. The static factors, those dealing with the anatomy or the functional background, that is the qualities of the nerve tissue underlying intelligence; and the physiological characteristics which underlie muscular reactions and such.
2. The semi-dynamic factors, which have to do with the postures, the poses, the facial and finger expression and such.
3. The dynamic factors which have to do with the body in motion, such as the dexterity and the skill of the muscular reaction, the grace and the expressiveness of the body. Within this grouping may be included all the qualities of the voice.

Haggard and Fry in their book refer to four physical types:

1. The pyknic, the short, fat, round type with thick-set trunks, short thick necks, and with deep chests. These people are the realists, the humorists, the observers, the jolly organizers, the conciliators.

2. The leptosome, who are tall and thin, with long flat chests, long thin arms with lean muscles. The face is egg-shaped, not square like the pyknic, the nose is long and the chin is pointed or receding. These people are the pure idealists, the pathetics, the systematists, the despots, the fanatics, and the cold calculators.

3. The third is the athletic, with a heavy development of the bones and the muscles which stand out in sharp relief, wide shoulders, well-developed chest, small abdomen, trunk tapering to the lower part, long neck and with a long egg-shaped face. This type does not necessarily constitute the great athletes.

4. The fourth type is the dysplastic, or the unsymmetrically built, in which there is a stunted or abnormal growth of the parts of the body, or a grotesque combination of poorly matched parts rather than a consistent physique with harmony of the features.

Few people will be found who are extremes of these types, but they will undoubtedly tend to be one or another of these types; or they may be a combination of several of them.

Intelligence: Under the heading of intelligence Allport lists such specific abilities as problem solving ability, and the necessary memory and learning ability which is needed to carry this on; perceptual ability or the capacity for observation; constructive imagination; special abilities as those of the artist, the musician, the orator; soundness of judgment; and general adaptability, as adjustment to the social group, persons, laws, susceptibility to social influence, co-operation, congeniality, enthusiasm. This concept of intelligence is familiar to educators and to others, but many still hold the popular opinion that an individual who is superior in intelligence or inferior in intelligence is superior or inferior in other personality traits. Recent research has not found this to be true. Those of superior or inferior intelligence may be as normal in other phases of personality as the average individual.

Motility: In the category of Motility or the motor characteristics, the first trait which Allport lists is that of the general activity level. He describes two types of people, those who are always bustling, talking, romping, and rushing through their duties and their pleasures at a great rate, that is, the people he terms the hyperkinetic, and the opposite extreme of the slow moving inert individuals which may be termed the hypokinetic type. The second trait has to do with control, with the impulsion that is capable of overcoming resistance, or with the inhibition which tends to block all motor impulses. The third trait, tenacity, has to do with what we call the will power, that is the persistence in a certain line of activity in the face of obstacles and discomfort. The fourth, skill, depends on habits, on fineness of co-ordination, on motor control. The fifth, style, is the individuality shown in the execution of one's work. For example, the toys which one child makes will be tall and graceful, while the product of another will be squat and stalwart. These traits of motility are difficult to separate from the other phases of personality because we find them expressing themselves along with and through other elements of the behavior of the individual. Again they are difficult to measure in any one person because they will vary considerably depending on the specific situation or the stimulus to which they are reactions.

Temperament: Haggard and Fry define temperament as the sum-total of all the emotional qualities of the individual, his sensations and his reactions, how he feels and how he responds. Allport lists three dimensions in which the emotional level may be estimated:

1. The emotional frequency and change, that is the time factor, the rapidity of the emotional upsets, or the alteration from elation to depression.

2. The emotional breadth, that is the range and the variety of the objects which arouse one's emotions, such as the affection or the warm feeling which some persons find is aroused by many things, or the fear aroused by many things.

3. The emotional strength, that is, the depth or the warmth of one compared with the coldness of another.

In his description of temperament Allport discusses the quality as well as the quantity of emotion. Some individuals have a characteristic mood, as they are permanently of a gloomy or of a cheerful disposition. It is true that they may have fluctuations of these moods, as the gloomy may be more or less gloomy, and the cheerful may be more or less cheerful than their average, but the average of the cheerful will always be more so than that of the gloomy. Allport also mentions that the trait of emotional attitude, in which suspicious, timid, embarrassed, over-sensitive persons are examples of this class.

Emotions are the result of gland secretions, which set up a tension in the body. This tension shows itself in muscular movement, as talking, crying, laughing, trembling and such. The moody people find relief in being angry, irritable, or quarrelsome; the cheerful people in laughing or in some joyful reaction. The secretion of the thyroid gland or thyroxin is known to have profound effects on the reactions of persons. If the output is low the disease myxoedema results causing the phlegmatic individuals, who are slow of movement and thought, who are indifferent and unexcitable or unemotional. If the secretion is excessive, the disease goitre results with opposite effects to that of the low output. It is seldom that we find people who are of either of these extremes, but we do know that many emotional attitudes are the result of thyroxin.

With this knowledge in mind, Haggard and Fry analyze temperament into the classes of the phlegmatic and the emotive. The phlegmatic are characterized by their temperamental inertia, their lack of emotion and their poverty of movement. Frequently they give an impression of dullness, but theirs is not necessarily a poverty of thought, but merely an economy of thought. These are the children which a teacher wishes to shake into action. The emotive are the persons with a higher inner tension or the people with quick relief. Haggard and Fry subdivide this group into the vivacious, the excitable and the explosive. The vivacious are those people in which the tension is relieved immediately and who are more or less constantly in quick movement and rapid, abundant speech. The excitable are the persons in which the relief is obtained in gusts or in which the relief is obtained far less easily and less purposefully. It often shows itself in trembling, crying and the like. The explosive individuals are those within whom the tension accumulates until there is a violent discharge, an explosion, usually of anger. Or correspondingly, this relief of tension

may be accompanied by an unpleasant inner feeling, a disagreeable mood. Such persons are classified as the irritable.

These expressions of temperament and mood will vary greatly with one individual depending on the specific situation which stimulates him and upon the amount of control which the individual exercises.

Self-Expression: Allport calls the next group, the traits of self-expression. In this class he places—

1. Drive, or that compelling power that controls the integration or the other actions of the individual. Haggard and Fry call drive or impulse the sum-total of all the biological urges that seek their satisfaction in the environment. For example, the impulse towards food-getting may give rise to many complicated activities in the modern world of today. The major drives of human beings are too numerous for complete description here.

2. In this class of self-expression, Allport also lists compensation; that is, ways around the obstacles or the physical, intellectual or social defects which the individual is not able to overcome. For example, a short chap who cannot bear the thought of dancing with girls taller than himself may decide that he does not like dancing.

3. With this class of self-expression is included the trait of extroversion or of introversion as the case may be. The introvert is the individual who has the symptoms of repression, conflict, over-sensitiveness, unreality, or even protracted daydreaming. The extrovert is the opposite.

4. Allport also lists insight as another trait of this class. The person with insight realizes his own driving forces, motives, and limitations. His self-evaluation is complete. He is able to laugh at his own errors.

5. Again in social situations, we find persons who become masters of situations, whose impulse dominates; while another yields and adjusts his behavior to the control of the first. The former personality is called the ascendant, and the latter is the submissive.

6. Again there is the trait of expansion, where a person's personality enters into his work, or whose personal touch enters all that he does or says. The reclusive individual keeps his personality in the background.

Sociality: Allport's last group of traits, that of sociality, differs from those of self-expression as here he considers not the influence of the individual on his fellows, but rather the susceptibility of the individual to the influences of society. Within this group are placed those who are quick to grasp a situation, who have tact, diplomacy and who are good mixers, or on the other hand those who are lost in such situations. In response to those situations we find those who are self-seeking, or who are aggressive in their social participation. Within this group Allport also places all the traits of character; that is, those traits as honesty, fairness, reliability, and such which are measured by legal and moral standards.

As in the other groups of personality traits, these traits of self-expression and sociality will vary greatly in their expression depending on the specific situation which stimulates the response. Hartshorne and May in their books "Studies in the Nature of Character", "Studies in Deceit", their first volume, and in "Studies in Service and Self-Control" their second volume, have shown that such conduct as deceit, service and self-control is specific and is

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related to the situations to which the responses are made. For example, a child who would not think of cheating in the classroom, might cheat in athletics. This is probably true in all of these traits. A person who is an introvert in some situations may be an extrovert in others. In attempting to classify his conduct all that we can hope to do is to record the average of all of his reactions. It is evident that this makes each of these traits quite complex, and makes the measurement of personality difficult.

The Ego: Haggard and Fry combine the last two classes of self-expression and sociality given by Allport under the heading of the Ego. They give three types, the egoist, the egocentric, and the meek.

1. **The egoist** has as his life-goal power, that is power for the sake of power. He feels stronger than his environment, and does not feel the need of the sympathy of other men, nor a need for sympathy for other men. He is usually independent and cold. His personality is hard, often stubborn and defiant.

2. **The egocentric**, has a strong ego like the egoist, but he constantly needs assurance of his superiority. The egocentric is constantly showing off to get attention. He may even go to the extreme of the child who deliberately burned her shoe and foot at her mother's party in order to receive that attention which gave her satisfaction. The egocentric may be of one of three types: first, the productive, who builds up his prestige by devoting himself to some accomplishment and by striving for success so that he may get the resulting publicity and satisfaction of his ego; second, the self-constructive, who is less strenuous in his efforts, who builds up his prestige by playing to the grandstand, by bragging, by being late at parties; and third, the destructive egocentric, who builds up his prestige by belittling other people by cutting them down. He is the destructive critic. He is the person who is pleased to learn that Cleopatra was not beautiful or that Caesar had fits. Many examples and variations can be found of these types.

The other extreme is that of the weak ego, the meek. As Haggard and Fry put it, these are the individuals who will inherit the earth because they will certainly acquire it in no other manner. These are the people who are too impressed by the world, who feel unable to cope with their environment, who are timid, self-conscious, sensitive, who surrender or become submissive; or who become the wounded, the persecuted, the resentful. Although they need the contact with their environment to give them that necessary feeling of security, we find that often the meek fly from the social contact with others and become the hermits.

Table of TRAITS OF PERSONALITY—

Physical	Types
Static	Pyknic
Semi-dynamic	Leptosome
Dynamic	Athletic
Voice	Dysplastic
Intelligence	
Problem solving ability.	
Memory and learning ability.	
Perceptual ability.	
Constructive imagination.	
Special abilities.	
Soundness of judgment.	
General adaptability.	
Motility	
Hyperkinetic-Hypokinetic.	
Impulsion-Inhibition.	
Tenacity.	
Skill.	
Style.	

Temperment

Emotional frequency and change.
Emotional breadth.
Emotional strength.
Characteristic mood.
Emotional attitude.

Types

Phlegmatic.
Emotive—vivacious;
excitable;
explosive;
irritable.

Self-expression

Drive.
Compensation.
Extroversion-Introversion.
Insight.
Ascendancy-Submission.
Expansion-Reclusion.

The Ego

Egoist.
Egocentric—productive;
self-constructive;
destructive.
Meek.

Sociality

Susceptibility to social stimulation.
Socialization.
Character.

This then, is an analysis of personality. We have begun at the bottom with the physique and the motor characteristics which give us an individual with desires, strength and physical form, an animal, but not a human being. Next we surround this form with emotions, or we give to it temperament. To this we add the ego, or consciousness of self in relation to society, and we add intelligence to give mental guidance. But in such a synthesis if we stopped when we had interwoven all these, our personality would lack determined behavior and would lack specific goals for the satisfaction of its impulses and its motives. But if placed in an environment, a character would gradually be formed, by learning or by conditioning the responses which would be made. For the well balanced personality this is fairly easy, but for the less-well-balanced personality, character formation is difficult and yet character formation is more important, as it offers the only possible compensation for the abnormalities in the personality.

The basic elements of personality are determined by heredity; they are determined at the time of the birth of the child. Babies are born to be weak or strong in impulse, they are born to be bright or stupid, they are born to be gloomy or cheerful, warm or cold, vivacious or phlegmatic, and they may be born to be strong in ego or weak or normal or deviated. These fundamental things cannot be changed but their display can be controlled by character development. A person with a deviated personality but highly trained in character may be far more useful and contented than a person with a normal personality but poorly trained in character. Character must be adapted to the personality. The limitations must be taken into account. Character formation has been compared to the forging of metal on an anvil in which each blow is an experience finally shaping the metal. But as each metal must be treated differently, so each type of personality must receive a different type of training. Intelligence must not be the only component which is to be considered. Training and education must aim to produce happily adjusted citizens, not in intelligence alone, but in all the other components of personality. This, I take it, is the aim of the Enterprise Procedure.

(To be Continued)



No. 19 "PEN PALS"

In many schools of the Province, there are pupils who have "pen pals" in other parts of the world. Letters are exchanged with pupils in the United States, South America, Australia, the Pacific Islands, the Straits Settlements, South Africa, England, Scotland, Ireland, and other countries of Europe.

Teachers who are interested should write to Mrs. Gwen-doline T. Cook, 10127 124th Street, Edmonton, enclosing postage for the answer. Mrs. Cook has received a great many requests from foreign parts for Alberta correspondents.

SUMMER SCHOOL ANNOUNCEMENT, 1938

Many enquiries have been received by the Department with respect to the 1938 session of the Department's Summer School for teachers. The University of Alberta, because of a change in its summer school administration, found it necessary to bring out its announcement early, and copies are already available.

Teachers are advised, however, that the Department's Summer School Announcement will not be ready for distribution until March 31st. This notice will serve to acknowledge the receipt of numerous requests for the Announcement, which will be held until the Announcement is ready for mailing.

CANADA, 1936

A supply of "Canada, 1936" kindly sent by the Department of Trade and Commerce, Ottawa, has been sent to the following Inspectors for distribution in necessitous areas: J. C. Jonason, H. A. Macgregor, C. M. Lavery, R. H. Liggett and R. V. McCullough. These books are excellent for Grade IX Social Studies. Teachers in these areas who are interested should write to these Inspectors. Along with these books there is also available a supply of the lists of reference material in Social Studies published by the Literature Service Branch of the League of Nations Society, Ottawa.

THAT COURSE IN BOOKKEEPING 1 AND 1A

Canadian Modern Accounting, Part I (Pitman), is the prescribed textbook for Bookkeeping I and Bookkeeping Ia. This book itself consists of two parts—an introductory part, largely a revision of elementary work and consisting of 10 sections indicated by the letters A to J, which may be dealt with quite rapidly. The important part of the course is that which follows and is labelled Part 1, consisting of 18 sections. Sections 1 to 7 of this part are prescribed for Bookkeeping 1a, and Sections 1 to 18 for Bookkeeping 1.

ELEMENTARY BOOKKEEPING—GRADE IX

A supply of "Exercises and Forms" for Grade IX Bookkeeping is available at the School-Book Branch. Vouchers, ruled forms, four complete projects, and nineteen work ex-

ercises are included, all neatly packed in a cardboard box. (Price 80c.)

REMEDIAL SILENT READING

Teachers who are looking for suggestions in Remedial Silent Reading for the Intermediate Grades will find them in the book entitled, *Following Printed Trails*, by Hovious. (School-Book Branch, \$1.50.)

MUSIC APPRECIATION

Music Enjoyment and Appreciation, Parts One and Two, by John H. Yocom, is an interesting two-book series that teachers in the Intermediate School will find very helpful. (School-Book Branch; each part, 50 cents.)

GRADE X RECOMMENDATIONS

The Examinations Branch is issuing two circulars, one re Departmental Examinations, 1937, and the other re Grade X Recommendations. Teachers will find in these circulars the answers to many questions that are asked concerning the new scheme for credit by recommendation.

PERMANENT CERTIFICATES

Recent graduates of the Normal Schools who desire permanent certificates are required to attend the Summer School. They must have had one year's experience before they can be admitted to courses leading to a permanent certificate, but they are not required to present inspector's reports.

ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

The Alberta Federation of Home and School Associations is desirous of getting in touch with all organized Home and School Associations in the Province of Alberta, and also with communities and persons interested in the organizing of such associations.

A monthly "Home and School News Letter" will be mailed to any such, upon application to—Mrs. A. M. Curtis, 514 Sunderland Avenue, Calgary, Alberta.

SCHOOL-BOOK BRANCH PUBLICATIONS

The School-Book Branch has recently published the following lists for the convenience of teachers:

Intelligence Tests.

Pictures and Reference Books for Art Appreciation.

Music List—Selections for Music Festivals, Community Songs, Song Books, Action Songs, Singing and Rhythmic Games, Reference Books for Music Theory and Music Appreciation.

Books for teachers of the Lower Grades.

Clearance List of Books at Half-Price.

The School-Book Branch also advises that a stock of Book A of the Junior Language Series, authorized for Grades IV, V and VI is ready for distribution. (Price, 40c.)

MOTION REGARDING LEAVE OF ABSENCE PASSED BY CALGARY SCHOOL BOARD, NOVEMBER 10, 1937.

"Any teacher who has taught in the Calgary Schools for twelve years may be granted one year's leave of absence subject to conditions laid down by the Board in reference to how such leave or any part thereof shall be employed by any teacher granted such leave.

"Such teacher shall receive as salary during the year's

leave, the difference between the maximum of his or her classification on the schedule and the minimum.

"Such teacher shall agree not to engage in any remunerative occupation while on leave.

"Such teacher shall retain his or her standing on the staff during such leave.

"The number of teachers granted leave shall be limited by the Board."

The Philosophy of Guidance

By A. P. TINGLEY, B.A.

PART II

As is usually the case with an educational innovation, guidance has its ardent advocates and its staunch opponents. Among the former are some who believe that they have discovered in it an educational panacea; others who look upon it as a useful and perhaps necessary social service of the school; still others who regard it solely as a noble experiment. Among the opponents will be found some who consider this undertaking of the school, especially in the field of vocational guidance, as an unwarranted assumption of a function that belongs to the family and the home. But most of those opposed to the guidance movement look upon it as a passing fad destined sooner or later to go the way of so many other educational experiments. It is doubtful whether many of either group have analyzed the arguments for and against pupil guidance in the light of their own or any other educational philosophy. However, the "ayes" have it, so to speak, and guidance is now the order of the day. Whether it will remain permanently, either in its present form or in some other, or be discarded ultimately may be determined in one of two ways. We may go through a long and expensive period of trial and error, as we have done with so many procedures in the past, or we may subject it here and now to a critical analysis based on educational principles and determine once for all whether it is to be continued and, if so, how the best results are to be secured. The latter is without question the only sensible procedure and it is the purpose of this paper to suggest some ways and means of studying the whole question of guidance with a view to determining its place and function in the education of our Canadian youth.

First among the questions about which there can no longer be any doubt is this: Is guidance necessary? The categorical answer is "yes", whether we refer to the educational or to the vocational aspect of the matter. As a matter of fact, some sort of guidance, more or less empirical perhaps, has always been given. But we are referring to guidance in the modern sense of the term, and a little reflection will show how essential it is. When a pupil finishes the elementary school today and enters upon the intermediate period of his education, he is confronted with a large number of courses to select from. As he advances in this stage of his school life and prepares to enter a Senior High School, the selection of these offerings becomes more significant and should have some intelligent bearing upon his plans for the future. Neither he nor his parents can have more than a vague idea of the relation of these several offerings to the activities he will be called upon to exercise in later life. To be sure, the youngster, either of his own accord or on the suggestion of his parents, may have settled upon some occupation, in which case he may seem to be exercising judgment in the selection of his courses; but as often as not it turns out that his selection of a vocation has been determined largely by practical or sentimental considerations which have been demonstrated time and time again to be fallacious. He wants to get a job so that he can begin earning money as soon as possible; or he thinks he would like to be a lawyer, or a doctor, or an engineer. He knows nothing of the knowledge or the skill that is necessary to secure a particular job or to make a success of a particular profession; he gives no thought to the fact that a certain degree of talent is necessary in every occupation and that what suffices for one will not suffice for another; he is totally ignorant of the social obligations of the various callings;

he is unaware of the overcrowding that exists in certain trades and professions or, if he adverts to it, he adopts as his slogan the old saying, "there is always room at the top," which is, after all, only partly true. Yet he confidently assures us that he knows just what he wants in the line of studies and makes his plans accordingly.

This example illustrates the process by which thousands of people have drifted into positions in the world which they now occupy. Of course, the laws of chance are operative here as elsewhere and many have actually secured positions which they are qualified to fill. But the other side of the picture is not so pleasant to contemplate. Thousands of men and women are engaged in fields of activity where they are perhaps able to earn a living but where they find none of the satisfaction that comes from the performance of work that one understands and enjoys. Other thousands were changing from occupation to occupation until some fortunate chance threw them into a job where their talents were given a chance for expression. But whether these misfits finally become adjusted to their world or not, society suffers a serious loss as a consequence of their period of maladjustment. Without advocating a surrender to the modern worship of the fetish of efficiency, we may acknowledge that there is a lot of wasted effort in the performance of the world's work and that society would profit maximally if we could always have the right man in the right place. To be sure, such a state of affairs will never be realized completely; but it is certain that we can do much to improve the situation and this is the main reason for advocating a policy of educational and vocational guidance.

Granted that some sort of guidance is necessary, the next question is: Does it pertain to the school? Again the answer is yes. Without questioning the right of parents to have something to say in the direction of their children, it may be maintained that very few of them are in a position to give anything more than a general advice in the choice of an occupation or in the selection of studies. We have already touched on this point but it may not be out of place to enlarge upon it. Parents are proverbially blind to the shortcomings of their children. Even the most intelligent of them are unwilling to admit the possibility of their offspring being endowed with few talents. This is particularly true if they happen to rate high in the social register. For their sons they can vision nothing short of a professional career, though a brilliant match may be the height of their aspirations in the case of a daughter. Many parents still look upon their children mainly as potential wage-earners, and for them the desideratum is a paying job for each one at the earliest possible moment. If some of these parents had their way, there would be little or no compulsory education. By far the greater number fall into the class who are anxious to provide well for their children and who are willing to deny themselves in order that the children may have the advantages of an education of which they themselves were perhaps deprived. Yet in all but a few exceptional cases there is little knowledge of the factors that contribute to the success of an individual in school or in the work of the world. Thus the home cannot be considered fully competent in this matter of guidance. It may, and often does, give the youngster sound advice with regard to the value of an education, but its best efforts must be seconded by some agency in a position to make use of the scientific knowledge that is now available in this field. For the majority of the population, this agency is the school.

Hence, we may ask: To what extent shall the school accept the responsibility? To what particular division or divisions of the school system shall it be assigned? To whom shall it be entrusted? How shall the work be carried on?

To the first of these questions, the simplest answer is

that the school should give guidance to the extent that it is needed by the pupils. Whenever a choice is to be made, whether in the selection of a vocation or of a programme of study designed to prepare directly or indirectly for the pursuit of an occupation, the school should endeavour to help the boy or girl to arrive at an intelligent decision. It is not, however, the task of the school to make decisions for pupils; this they must do for themselves. Guidance is not a prescription, a point we shall have occasion to emphasize in another connection. For the present, let it suffice to say that one test of a good guidance programme is the extent to which it aids pupils to stand on their own feet, in other words, to elect their work, in school and in life, in the light of such knowledge, both of themselves and of conditions in the world outside, as the school is able to give them.

The question of the "grade placement" if I may use that expression, of the guidance programme has not been definitely settled. A few writers advocate the introduction of certain phases of guidance as early as the sixth grade. Such guidance as is provided at this level takes the form of acquainting the pupils with the character and conditions of labor in local industries, the wages paid, the number of persons employed, the relations of the various trades to civic and social welfare, etc. For this purpose, visits to shops and plants are arranged in connection with the regular school work. It is generally held, however, that guidance properly so-called belongs to the years embraced by the Intermediate School, the Senior High School and the first year of University work. It is during these years of adolescence when youths are expected to, and frequently do, make a choice of their future careers. Is it not logical to assume then, that this is precisely the time when they stand most in need of wise and able direction and counsel? Particularly at the beginning and at the close of this period in the individual's life he is called upon to make decisions that may be of far-reaching importance. The Senior High School cannot, however, proceed on the assumption that the whole matter is taken care of by the two end divisions. The immaturity of the Intermediate School pupils and their lack of experience preclude the possibility of their making sound decisions even when they have the advantage of wise counsel, which is not always the case. The mistakes they make may and should be corrected in the Senior High School, and it is therefore desirable that they be recognized as soon as possible. Hence the necessity for continuing the guidance during this period. Moreover in a co-operative activity such as education should be, it is the duty of the Senior High School to aid in the selection of the young people who should continue their studies in institutions of higher learning. All are familiar with the facts of student mentality in these institutions and the reasons given therefore. Prominent among these is the lack of fitness for college or university work.

In this connection, one cannot help but voice the hope that the day is not too far distant when our universities will, through a greater diversification of courses, be in a position to serve the needs of a far greater number of all young people. At present, while professedly liberal, a survey of admission requirements and courses offered leads one to the conclusion that they are in fact, conservative. We vision the day when the opportunity for higher education shall not be dependent upon the income of the parent but rather upon the capacity of the student.

Of course, the duty of selecting the proper type of student devolves primarily upon these institutions and nearly all of them have some type of personnel organization designed to assist the student in the selection of his courses and career. But the work of the college and universities can be rendered incalculably more beneficial to society if they are relieved in part at least, of the double task of

weeding out the unfit and of directing students into those particular courses, whether professional, semi-professional, or liberal, for which they possess the requisite talent and the necessary preliminary preparations. Much of this responsibility can and should be taken over by the high school. The high school principal, if he has a properly organized bureau of guidance in charge of a trained personnel, is in a position to give sound advice to prospective college entrants. This, as I see it, is one of the fields in which high school guidance can be of the greatest service.

The real value of this service, however, depends upon the way in which the guidance program is organized; and so we come to a consideration of the further questions raised above, viz., to whom shall the task of guidance be entrusted? and, how shall the work be carried on? In answer to the first of these questions, let it be said that, while every teacher shares to some extent in the task of directing the pupil aright in the choice of his work, guidance as it is understood today is a specialized function for which the ordinary training of the classroom teacher does not provide. Hence if the school is to do anything more than it has done in the past, its first concern should be to secure the services of an individual who has been properly trained for personnel work. Such staff members may have some regular class work but most of their time should be given to the guidance of pupils. If they know their business, which the training we have spoken of implies, they will organize a personnel bureau whose task it will be to secure all available information with regard to each and every pupil in the school and prepare a cumulative record for each one. This record will include a pupil's school marks in every subject taken up to date, his scores on such intelligence and aptitude tests as he may have taken, the opinions of his previous teachers, an account of his extra-curricular activities and brief summaries of impressions gained from conferences with the pupil and his parents. Such data will enable the advisor to form a fair judgment of the character and ability of the pupil.

In addition, the bureau should have in readily accessible form all the available information with regard to various occupations, including such items as preliminary training required, number of vacancies to be expected annually, chances for advancement, social obligations, etc. Accurate data along these lines may be collected for the trades and perhaps also for the semi-professions, particularly regarding the local community. Information with regard to the professions may not be so precise but valuable statistics are not lacking even here. If our vocational guidance is to be anything more than a haphazard procedure the counsellor must have these data at his finger tips, so to speak.

Moreover, inasmuch as guidance is also educational, the high school should have at hand for ready reference the catalogues and other publications of various colleges and universities so that students may become familiar with admission requirements, tuition and other charges, courses of study, scholarships available, opportunities for part-time employment, and such other information as might be of special interest. These vary from institution to institution; and no general statements regarding the cost of college education, living conditions, courses offered, etc., will suffice for the guidance of a prospective student. He should have accurate information about these matters if he is not to run into difficulties later on.

The personnel director's or guidance officer's files then, should have three sets of data, one personal, one vocational, and one educational. Only when he can bring these together and compare the pupil's profile, as it may be called, with the frame into which he wishes to fit it, is he in a position to suggest with any degree of assurance, whether a particular individual should continue with his plan or change to another.

(To be continued)

Oral French . . .

OUTLINES, MATERIALS, SUGGESTIONS

For the Oral Course in French, Grade IX

By RALPH E. ZUAR, M.A.

LESSON No. 28

Past Participles with être.

pas encore.

Ne personne.

Simple use of 'on'.

Question: Qui est-ce qui ?

Examples:

The use of past participles with être should be restricted to such frequent phrases and sentences as 'je suis allé'; 'je suis arrivé'; 'je suis resté'; etc. Do not go into grammatical details but, if convenient, indicate the underlying principle of the use of 'être', with certain verbs implying positive or negative change of position or condition, in contradistinction to verbs with an implication of pure action.

Demonstrate:

Hier je suis arrivé de la ville.

Mon frère Jacques m'a accompagné.

Nous deux, Jacques et moi, nous sommes allés à la maison de notre oncle Jule.

Nous y sommes restés pendant la nuit.

Make a few demonstrations of the same kind, taking care that they are thoroughly understood.

Then by means of questions and answers build up other sequences of a similar nature.

Qui est-ce qui est arrivé hier soir?

C'est ma tante, qui est arrivée.

Où est-elle restée?

Le train est arrivé, n'est-ce pas?

Non, monsieur, pas encore.

Mais quelle heure est-il donc?

Il est trois heures trente-trois, et le train n'arrive qu'à trente quarante.

Le train est arrivé.

Il n'y a personne.

Personne n'est arrivé.

On a demandé le conducteur.

Notre cousine n'est pas venue.

C'est dommage.

By heart:

Quand il fait froid, il n'est pas possible de travailler; quand il fait chaud, on n'aime pas à travailler.

Assign:

Form groups of three to make up sequences choosing one of the following topics:

(a) We went to the station (la gare), but our cousin Mary did not arrive;

(b) Charles went to the city and stayed there during the night. Next morning he returned;

(c) Henri's father went out (sortir) at 7 p.m. He has not come back yet (rentrer).

Add to these examples if necessary.

LESSON No. 29

Use of present tense with future implication.

Depuis, auparavant, à travers de.

Par with passive structures.

Ne jamais.

Questions: pourquoi ? parce que ? que fait-on ?

Examples:

Owing to lack of space sample sentences only can be given. Remember, however, that the use of sequences, dialogues, and little scenes should have become habitual by now. Make it a strict rule to arrange all material in sequences.

Je suis ici depuis quinze jours.

Nous apprenons français depuis six mois.

Auparavant nous n'avons jamais parlé le français.

Aujourd'hui je reste à la maison.

Demain je vais à la ville.

Après-demain je retourne au village.

Voilà un bon livre.

Qui l'a écrit?

C'est M. Lavoisier qui l'a écrit.

Le livre a été écrit par M. Lavoisier.

Avez-vous vu Madame Courbier?

Non, je ne la connais pas.

Je ne l'ai jamais vue.

Avez-vous été à Paris?

Non, monsieur, je n'y ai jamais été.

Où est Gaston?

C'est lui qui vient à travers la cour.

Le voyez-vous?

Oui, maintenant je le vois.

Regardez le calendrier.

C'est maintenant le mois de janvier.

Que fait-on en janvier.

On va patiner.

Que fait-on en août?

Pourquoi ne patine-t-on pas en août?

Parce qu'il n'y a pas de glace.

Il y a de la glace seulement en hiver.

By heart:

Allons enfants de la patrie,

Le jour de gloire est arrivé;

Contre nous de la tyrannie,

L'étendard sanglant est levé,

L'étendard sanglant est levé.

(To be continued)

Assign:

Each student to answer one of the following and similar questions in French:

1. Depuis quand êtes-vous à l'école?
2. Où avez-vous été avant avoir visité cette école?
3. Est-ce que vous travaillez pendant l'été?
4. Que fait-on en hiver? (On patine) etc., etc.

LESSON No. 30

Future of 'avoir'.

Ne que, ne plus.

Celui-ci, celui-là, etc.

Examples:

In practising the future articulate and emphasize the 'r' element which the ear of the students will easily catch. It is preferable to start with the irregular forms of 'j' aurai' and 'je serai' and then take such regular forms as 'je travaillerais', 'je fermerai', etc., rather than vice versa. In practising use the present tense with future implication for immediate future time, the actual future tense for more remote future time.

Nous aurons nos vacances en été.

J'aurai mon anniversaire en septembre.

L'hiver prochain j'aurai le plaisir de vous enseigner à patiner.

Vous travaillez bien à l'école pendant l'hiver, et en juin vous n'aurez pas de difficultés dans les examens.

Je mets un peu d'argent dans la caisse d'épargne chaque semaine, et après deux ou trois ans j'aurai une somme qui suffit pour un voyage en Europe.

When dealing with a sentence of this length it may be advisable to have it repeated in unison after successful demonstration.

Jacques achète trop de chocolat. Il ne met pas beaucoup d'argent dans la caisse d'épargne. Il n'aura que deux ou trois francs à la fin de l'an.

Marie a eu un peu d'argent, mais elle ne l'a plus, parce qu'elle l'a donné à son frère qui est allé à la ville.

Voici deux jardins. Celui-ci est à Madame Poincaré, celui-là est à ma tante Eulalie.

Voici deux maisons. Celle-ci est la nôtre, celle-là est à mon oncle Maurice.

By heart (continued):

Entendez-vous dans les campagnes
Mugir ses féroces soldats,
Ils viennent jusque dans vos bras
Egorger nos fils et nos compagnes.

(To be continued)

Assign:

Each student to arrange three future sentences with 'avoir' stating what he or she will have (money, books, etc.) the next week, the next year, and in a few years. Some students might be asked to construct statements with 'on', others with 'nous', others again with 'ils' or 'elles'.

THE NEW COURSE IN AN OLD LIGHT

By JOHN BURKE

It is interesting, if not otherwise useful, to trace the pattern of man's progress through the ages—to see where it crosses itself so often. Such a study cannot fail to impress one with the fact that many times it darts forward—in the wrong direction. And often too, we can detect it turning backward—in the right direction. For men do get lost, and how many times have we missed the goal because we refuse to retrace our steps!

I am assuming that our *New Course* does represent progress in education. I believe, too, that the most startling thing about our new course is that it is not *new*. This time we are turning backward in the right direction and are bidding fair to attain some of the better results achieved by the great teachers of the past.

For instance, Socrates would be received with open arms by my Grade X class. Some of the students there, I believe, would be sufficiently subject to the stimulation that great teacher would bring into the classroom, to ask him a question or two. My Grade XI's might be pleased that the business of class routine was for the nonce suspended but some of the more time-thrifty souls might feel like protesting that the subject in hand was not on the course, was of no particular help in the matter of passing examinations and hence of no particular interest.

Can you imagine a medieval monk from one of the teaching orders stepping into a junior classroom and watching with interest one of our enterprises in progress? Might it not recall his own classroom—forgotten now save for its enterprises, the beautifully illuminated manuscripts, the hand-bound books—those enterprises of antiquity that are the treasures of the modern world.

The defenders of our old course justified it by the "hurdle" argument. It was contended that examinations should be considered as so many hurdles that a student had to face. Those who cleared the bar could go on to try another hurdle. Those who failed could go back and have another try. Or they could jolly well drop out of the race altogether. Now, as life was very clearly an obstacle race, what could be better than, they argued, to have the youth spend his formative years in clearing ever-heightening hurdles or learn from failure that the race was not for such as he.

Then the obvious thing happened. The boys who had managed to clear all the hurdles began coming back after

a few years and complaining that though they were expert hurdlers they had all of a sudden run out of hurdles. That the obstacles outside were not at all like the hurdles of their youth, but consisted of chisels, circular-saws, typewriters, turbines, men, gas engines, women, more chisels, and all sorts of ghastly devices that they didn't have the faintest idea how to clear. This well-known type of hurdle that we took so often on the fly, they complained, was not to be found anywhere—and how about a cup of coffee?

And then another thing not quite so obvious, happened. Somebody (or was it Pure Idea) sneaked into the midst of the powers that be and said, "This is all wrong. It's pure nonsense to have our young boys and girls spend a dozen years of so learning how to leap hurdles. After they have become expert at the business, Life clears all the hurdles away and changes, not only the rules of the game, but also the game itself. It's just as though we hoped to teach aviation by apprenticing each beginner to a diver.

"Now, it is true," Somebody (or was it a Pure Idea) continued, "that one of the chief aims of education should be to prepare our boys and girls to face what must be faced. But isn't it also true that up till now the only hurdle we've put in their path has been the written examination, and this particular hurdle they positively never have to face after they leave school.

"Let us," the Idea continued, "get rid of all this and go back to the old way in education. Back to the way of Socrates, whose lessons are still being learned; of St. Paul, who carried out seven enterprises in Asia before he left for Rome. Above all, let us return to the methodology of the shoemaker on the back street, who can teach in a week more than we have been teaching in a year."

It seems, then, that the system we are discarding with its examinations and tests and quizzes, its study questions, type-questions, techniques, and results, was the thing that was *new* in education. Our *New Course* with its emphasis on personality and training and activity, is the thing that is old.

No longer will the teacher be forced to spend the valuable time of himself and his pupils by measuring achievements that never have been achieved. He is free, at last, to give his pupils some idea of the obstacles in the race after all the hurdles are cleared and the going gets really tough.

OBSERVATION on SUPERVISION

W. H. SWIFT, M.A., B.Educ., Stanford University

The President's letter in the December issue of the Magazine makes the suggestion that convention programmes might devote some time to problems of supervision. This is a most timely proposal, not only because of the part that the conventions might play in developing more adequate supervision, but also because it serves to indicate the present unsatisfactory state of this very important branch of educational service in Alberta. This is certainly true in rural Alberta, and although the writer has no first hand information relative to supervisory programmes in the cities, he is of the opinion that the larger urban centres are also quite deficient in this respect.

It should be said at the outset that a criticism of supervision in Alberta schools does not imply any inefficiency of those presently charged with the exercise of such supervisory services as Alberta at present attempts to offer. The writer served for several years in that branch of the Department of Education which renders the only supervisory services available to rural teachers and knows only too well the factors operative to limit constructive work in the improvement of instruction, the press of administrative duties, the extent of the area to be covered, short and infrequent visits at schools, and the infeasibility of getting teachers together in groups.

Alberta has no tradition of supervision. It has, rather, one of inspection. These two are very different. Inspection aims to evaluate the work of a teacher by observation of his classroom performance and by examination of pupil progress. It serves to determine whether a teacher is earning his salary (even though he isn't getting it), whether he should be permanently certificated, whether he should be continued in employment or dismissed, whether the authorized materials of instruction are being employed and presented in approved ways. It is not concerned with the improvement of instruction except by the indirect means of holding out rewards and punishments in terms of gradings on reports.

Supervision, on the other hand, is concerned primarily with the improvement of the child's school experience by the more direct means of working with teachers, in their classrooms, in groups, by suggesting materials and methods—through a co-operative rather than an inquisitorial approach.

It may well be pointed out here that a great many of the inspectors of schools have moved a considerable distance towards the supervisory and away from the inspectorial attitude. There is probably none who performs his work in inspectional terms only. All have attempted, within the limitations imposed by factors beyond their control, to be of service to the teachers in their inspectorates and to include within the activities of their visitation at schools and at other times something of a constructive nature. Some, indeed, have achieved a great deal in this direction. The organization of the province into divisions, with the consequent change of title from inspector to superintendent, and the reduction of the area over which this official has charge should result in some increase of supervisory activity on his part, unless it develops that there is additional administrative responsibility.

To be effective supervision must be divorced from inspection. The very fact that the inspector or superintendent is in the classroom in the role of a judge raises a

barrier which can be surmounted only in rare instances. The teacher cannot regard the inspector as a co-operative colleague working jointly with him for the improvement of curriculum development within his school, when he knows that his every action is being observed, that he is under constant scrutiny.

Further, the inspector must conduct his visit to the school in such a manner that he can report on an adequate cross-section of its work, observing the teacher in several kinds of performance and examining the pupils in representative and distinctive phases of the school programme. He is not free to spend a day, nor a half-day, nor even an hour in most instances, on some aspect of the work of the school with regard to which he might be particularly helpful. Moreover, should he attempt something of a really constructive nature there is little opportunity to make follow-up visits, to see what has been begun through to a successful conclusion. The work of this kind which has been done had its value—many a teacher can testify to the real assistance given at the time of the visit of the inspector—but it may be likened to a patching up process, without system, when what is needed is a thorough-going plan of dynamic development, characterizing the work of all the schools, working harmoniously towards the realization of goals commensurate with an accepted and progressive school philosophy.

Another weakness of supervision as it has operated in Alberta is that there has not been successfully developed, except here and there in isolated areas, any systematic unifying of outlook and aims in rural education through teachers' meetings. Limitations of space and transportation constitute an almost insuperable obstacle here. It is suggested nevertheless, that this is something which Alberta needs, greater opportunity for the interchange of ideas, information, materials, and for the development of a feeling of belongingness in opposition to that of isolation which has been so characteristic.

The recent growth of A.T.A. locals, which is attested to by the expansion of that part of the Magazine devoted to local news, with their regular meetings devoted in part at least to problems of the school as distinct from those of the profession, is some indication of the desire of teachers to meet for mutual benefit and the betterment of their schools. The fact that this development is recent, apparently due to the impetus of professionalization by act of the Legislature and the consequent activity of the professional body in stimulating local organization, seems to indicate that what is needed primarily is leadership. This was not given previously except in very limited degree in connection with the annual conventions and institutes.

What then, is required? Can inspection be discarded? Must there not be some check on efficiency? Who is to provide the supervisory services which are so badly needed and for which teachers have so often indicated a desire?

Thinking in terms of the divisions now established, it can be seen that the combined work of administration, of evaluating the efficiency of teachers, and the general oversight of the educational needs of the unit, will not leave the superintendent free for much more in the way of supervision than was formerly possible when he was an inspector of schools. Since he will still stand in relation to the teacher in a very similar way to that which previously

obtained, continuing to function as a judge of efficiency, and having even greater power with respect to placement, promotion, and dismissal than was formerly the case, he cannot hope for much breaking down of the barrier of position, which alone can lead to the building up of an adequate supervisory relationship.

What is needed then, is some official who will function only in terms of supervision, who will have little direct concern with administrative problems, and who will work with teachers from the single point of view of improving the school-life experiences of the children.

There are numerous ways in which such a service might be organized, the most obvious being for the government to provide each superintendent with an assistant to whom would be delegated the greater part of the work of supervision. However, in view of the fact that the government has been faced recently with an increase in the inspectorial staff, and increases in appropriations for educational purposes can be obtained only with great difficulty, this possibility cannot be regarded with much optimism for the time being.

An alternative is to have a supervisor, acting under the superintendent in the same manner as the principal of a large school within a division, appointed by the divisional board. This plan would probably meet the need as adequately, and has the additional merit that it should be easier of immediate attainment.

Within a division there are possibly 70 to 100 rural teachers. Were these located in large schools of 25 or 30 each, there would be no question of the necessity of provision of a principal for each group with all or the major part of his time free from actual teaching duties so that he might devote himself to the improvement of the work done in the several classrooms. Such a principal would, of course, be appointed by the local authority, not by the government. It is desirable that the many rural teachers of a division, though physically isolated to a considerable degree, should be regarded as a functional unit. The appointment of an official whose duties would be conceived as those of a supervising principal would fill a great need.

It is not of great consequence as to what title is used for an official so appointed. Rural school supervisor, supervising teacher, or helping teacher are all appropriate. The essential is to have someone available, working in a reasonably restricted area, who can devote full time to the improvement of instruction in the schools.

Briefly, the chief activities of such a supervisory officer might be these:

1. To bring to the teachers through group meetings, bulletins, and individual contacts a fuller realization of the aims and purposes of education, and to develop with them a philosophy of education suitable for the area and environment in which they are working.
2. To render practical assistance in the development of school programmes and teaching methods, and especially to encourage a type of teaching which will result in the highest degree of realization of adequate personality among the pupils.
3. To encourage legitimate experimentation on the part of progressive teachers, and to render assistance in the formulation, execution, and evaluation of such experimental work.
4. To give regular and frequent assistance to new teachers, orienting them as rapidly as possible into the school system and easing the way for them during the first few weeks.

5. To visit schools, not according to a calendar schedule nor for a certain number of hours, but in terms of need.

6. To keep abreast of developments in the fields of curriculum, methods, and materials, bringing these systematically to the attention of the teachers.

7. To co-operate with others, the A.T.A., the School of Education, in the promotion of research activities which are directed towards the improvement of teaching or greater understanding of the child and how he learns.

It was stated above that the appointment of such an officer was feasible. This is not to imply that every division can be persuaded to appoint a supervisor immediately. It is contended, however, that somewhere within the Province of Alberta there is or will be a divisional board sufficiently progressive that it could be induced to make the necessary increase in its budget to give the plan a trial for a year. From a simple start of this kind there could readily grow a Province-wide system of supervision, for should one division find the plan valuable others would soon follow.

Finally, it may be indicated that such a service would provide a much better training ground for superintendents than we now have. Most of our inspectorial appointees have been successful teachers in city high schools who have had little recent contact with rural conditions and rural schools. Even those who taught originally in rural schools have found it necessary to advance by the circuitous route of town and city teaching. Should there be developed a position intermediate between rural school teaching and rural school superintendency the road might very well become direct, and with professional training superimposed on a few years of rural school supervision, or vice versa, we should have superior superintendents in whom are combined ability, training, rural interest, and rural experience.

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SIGNIFICANT FIGURES

By Dr. J. W. CAMPBELL, University of Alberta

In the December issue there appeared an article under this title, the purpose of which was to make clear what is meant by significant figures and to show why the concept of them is necessary. It is the purpose of this article to show how they afford a guiding principle in many of the details of computations.

Recall that the digits of every number may be divided into two categories, viz., significant figures and position fillers. Significant figures always denote correct measure value in the places which they occupy, but position fillers may or may not express correct measure value. Position fillers which come at the beginning of a number always denote correct measure value, but those at the end may or may not.

Consider, then, the following addition:

10.131	ft.
0.01761	ft.
2.42	ft.
<hr/>	
12.57	ft.

In the addends all the figures are significant except the zeros in the second one, and even they denote correct measure value. But if the given lengths are all rounded off then the sum is as shown. It would be incorrect to show it as 12.56861 ft., for the digits 8-6-1 would imply knowledge that we do not possess.

Or, again, if the sun is distant 9.29×10^7 miles on one side of the earth and the moon is distant 2.40×10^6 miles on the opposite side, how far is the moon from the sun? We may obtain the result as follows:

92,900,000 miles
240,000 miles
<hr/>
93,100,000 miles

Hence, under the circumstances given, the distance from the sun to the moon is 9.31×10^7 miles.

The point to notice is that terminal position fillers cannot be combined with significant digits to give anything except position fillers, and these are always zeros.

This obtains in subtraction also, of course. Thus, if the sun and moon were on the same side of the earth and at the distances stated, the distance from the sun to the moon would be 9.27×10^7 miles.

An important point to notice about subtraction is that some of the first significant digits may cancel. For example,

1.3211	sec.
1.319	sec.
<hr/>	
.002	sec.

In this case the numbers subtracted have five and four significant figures, while their difference has but one significant figure.

In multiplication and division the effect of significant figures is a little less simple to show. In the former article, however, an example was given which showed how the number of significant figures in a product was restricted when one of the factors was rounded off. That was a special case but it illustrates the kind of restriction which significant figures impose on products and quotients in general.

A rule which is often quoted is that a product or quotient cannot contain a greater number of significant figures than does the one of the pair of numbers, from which it is obtained, which contains the fewer.

Attention should, however, be devoted to the principle of percentage errors, as this is the real guide to which the above rule is an approximation.

Suppose, for example, that two lengths, as measured, are denoted by l_1 and l_2 . Then l_1 and l_2 are rounded off quantities, and if the possible error factors in the measures are i_1 and i_2 then the true value of the first length lies between $l_1 (1+i_1)$ and $l_1 (1-i_1)$, and the true value of the second length lies between $l_2 (1+i_2)$ and $l_2 (1-i_2)$. The true value of their product therefore lies between $l_1 l_2 (1+i_1) (1+i_2)$ and $l_1 l_2 (1-i_1) (1-i_2)$.

Now if i_1 and i_2 are both small, then we may write

$$\begin{aligned} (1+i_1) (1+i_2) &= 1+i_1+i_2 \\ (1-i_1) (1-i_2) &= 1-i_1-i_2 \end{aligned}$$

This may readily be appreciated if we multiply 1.02??? by 1.03???; the product being 1.05???

Hence, when i_1 and i_2 are small, the true product of the two lengths lies between $l_1 l_2 [1+(i_1+i_2)]$ and $l_1 l_2 [1-(i_1+i_2)]$. That is, the possible error factor in the products of the lengths, as represented by $l_1 l_2$, is i_1+i_2 .

It may be shown similarly that the quotient of the first length by the second, as given by l_1/l_2 , is correct within the factor is i_1+i_2 .

In finding the product or l_1 and l_2 , or their quotient, one may continue in the ordinary arithmetical way so long as the digits added do not violate this error principle.

To illustrate, consider the product $63360 \times 203.????$, which was discussed in the first article. Here 63360 is exact and so $i_1=0$, whereas the uncertainty in the second factor is, in fractional form, .5 in 203 or $1/406$. As will appear from what follows it is simpler and sufficiently accurate to work with percentages and so we may take $i_2=\frac{1}{2}\%$.

Then if the significant figures of the product are taken as 1-2-9, the uncertainty in 129 is $\frac{1}{2}\%$ of 129 = .3. That is, the 9 is correct within .3. If the figures 1-2-8-6 had been taken as significant the uncertainty in the 1286 would be $\frac{1}{2}\%$ of 1286 = 3. Hence the 6 would be uncertain by 3. If on the other hand the figures 1-2-8-6-2 were written as significant the uncertainty in the 12862 would be $\frac{1}{2}\%$ of 12862 = 32.

It follows from this that, whereas the 6 might be included as partially significant, the inclusion of any additional digits would be entirely meaningless. This illustrates that in any calculation arising from physical measurements a certain maximum number of digits may be given as significant in the sense which has been defined, one additional digit may be included as partially significant, but any digits given beyond this are purely fictitious and misleading.

In practical work a number may be rounded off at a given point even though we know the digits which follow; for example, when we use 3.142 for the value π , or 2.7183 for the value e . In such cases we know the error in each. In π it is .4 in 3142, and in e it is .2 in 27183. But in other cases we have numbers arising from measurements in which the greatest possible precision may have been recorded. Thus if an interval of time is recorded as 34.32 sec., and if the measuring device will only record to the nearest hundredth of a second, then we can only say that the possible error is .5 in 3432. And then again we may have a measurement recorded in which the final digit is only partially significant. Thus in measuring the length of an ordinary simple pendulum the uncertainty may be .2 in. and yet the length be recorded as 37.3 in.

Then with a knowledge of the errors, or possible errors, in the various elements of an expression the possible error in the calculated value of the expression can be arrived at,

and hence the number of possible significant figures arrived at.

An example will illustrate:

Consider the value of

$$\frac{4\pi^2 l}{T^2}$$

were $l=43.1$ in., and $T=2.092$ sec.

Suppose the uncertainty in l is .2 in. and that in T is .002 sec. Then the possible errors in l and T are .5% and .05%, respectively, and if 3.142 is used for π the error introduced is .01%. Consequently the possible error in the result from these numeral values is

$$.5\% + 2(.05 + .01)\% = .62\%.$$

Working out the expression we obtain 32.4 ft./sec.², with a possible error of .62% of 32.4 ft./sec.² = .2 ft./sec.². That is, the final digit 4 is partially significant, and any additional digits would be wholly unwarranted.

In evaluating an expression no error will, of course, be committed if in the successive steps of an extended computation more figures are retained than are warranted, provided the final result is suitably rounded off. But the retention of too many figures at intermediate steps is a waste of effort. On the other hand if they are cut too much the final figure retained in the answer may not be as correct as it might be. A fairly sound practice is to retain, at the intermediate stages, one more significant figure than is wanted in the final result, and then round off the final result.

Many are the violations of the principle of significant figures in everyday life. Such violations are not infrequent in scientific books which are otherwise good. I shall, however, cite an instance by referring to an event of popular interest.

Early in November last there was a news report of an attempt to break the land speed record, and the statement was made that "the electric eye timing device recorded only 303.2095 miles per hour for the measured mile". Now, the electric eye will probably not measure more accurately than to the nearest hundredth of a second. The time for a mile at the rate stated is about 12 sec., so an error of .005 sec. in the timing would mean about a .04% error. So, leaving aside the error due to the uncertainty in the measured mile, the uncertainty in the digits 3-0-3-2-0-9-5 is .04% of 3032095 = 1213; which means that in the actual velocity of the car the fourth digit will not differ from 2 by more than 1, but that the last three digits are no more likely to be 0-9-5 than they are to be any other three digits. Hence, on the assumption that the electric eye will record to the nearest hundredth of a second the 2 is partially significant and the 0-9-5 are wholly meaningless. For these digits to have significance it would be necessary for the electric eye to read to the nearest hundred thousandth of a second and for the measured mile to be correct within the hundredth part of an inch, a precision quite unrealizable.

In a third, and final, article I shall consider contracted methods of multiplication and division.

The Child a Discoverer

By HENRI de SAVOYE, B-es-L., University of Alberta

That the most interesting characteristic of a child is to be a discoverer constitutes a fact for the discovery of which I make no claim myself. The idea of enterprise education is based on this fact. Teachers ought to be personally convinced of this truth; and it seems also that this fundamental characteristic of the child should be the master-key for imparting any knowledge to children.

My grandfather possessed a large house which had been inhabited by the family for a great number of years. The third floor consisted of an immense attic which, for several generations, had been the receptacle of all kinds of rubbish. This attic made, therefore, the most interesting field of exploration that a child could dream of.

It was the theatre of my first activities in the realm of discovery, and if my grandmother lost sight of me for a couple of hours and asked where I had been, my invariable answer was: "In the attic." There was not a spot in that vast space that I had not explored. I knew where lay the trunk filled with helmets of Napoleon's soldiers, the box containing women's garments of the previous century, the pile of antiquated hats, the bundles of rusted swords and the casket of flint pistols.

I could have drawn by heart the plan of the whole place and written an accurate description of every detail. But should I have done so and shown that catalogue to my young friends, and asked them to study it and know it well before I introduced them into the sacred spot, they would have said: "No, let us go and see the attic ourselves!"

This fact is certain: children do not want to learn in advance a summary of what they are to be shown; they want to see the things themselves. If they resign themselves merely to reading stories of adventures in far away lands, it is because they cannot have the actual experience. But when it is a question of learning, they are aware that the real thing is at their disposal and it is the thing they want, not a scientific account of it.

Being specially interested in the teaching of French, I can very easily slip into a child's consciousness and feel how little interested I should be by the dry learning of rules. In fact, what are rules, after all? Extracts of the language, results of discoveries made by others. And the child wants to make the discoveries himself.

The child is a discoverer. Instead of teaching him, for example, that there are two genders in French, and different forms for the articles, and agreement of adjectives, show him sentences in which he can discover for himself those forms of the language. Then have him record his discoveries in a notebook; simply tell him on what page to write such and such discovery, and soon the child will have written his own French grammar. In this way, study will become a pleasure and the pupil will grow into an ardent student of the language.

Grown-up persons should remain discoverers all their lives. If they do not, it is because the primitive instinct has been dwarfed by wrong methods. The life of a man is part of the infinite Life; for this reason the human goal is progressive expansion and the characteristic of man is to be a discoverer.

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EDUCATION WEEK—FEBRUARY 6 - 12

The purpose of Education Week (Alberta School Week) is to arouse the public to greater interest in and appreciation of the work and organization of schools and to stimulate a spirit of co-operation in public, parents, and school workers in the matter of education.

In order to make a success of Education Week, the teacher should secure the co-operation of the Press, Service Clubs and similar organizations, the Churches, Boards of Trade, and Chambers of Commerce, etc. Special luncheons and banquets with teachers as guest speakers might be arranged.

As far as possible each local organization throughout the Province will have to take care of its own local situation, although exception may be made where a special speaker is required to address an especially large group.

Listed below, is the material which may be obtained from the Alberta Teachers' Association, Imperial Bank Building, Edmonton. Write to the A.T.A., indicating the topic or topics on which you would like to have Education Week material and this material will be mailed to you immediately.

Topic I—The School and the Citizen: 1, "Education for Citizenship"; 2, "Youth in Government"; 3, "Princeton Trains Men for Public Affairs"; 4, "School and Society"; 5, "What is the University Going to do About Politics?"; 6, "How Shall Democracy Educate for Citizenship?"; 7, "Finding the Government Type".

Topic II—The School and Social Change in a Democracy: 1, "Looking Forward", J. King Gordon; 2, "Teaching of Social Studies is Revised"; 3, "English Education Tries New Paths", Dr. P. B. Ballard; 4, "Right to Teach Social Reform Asked by N.E.A."; 5, "Teachers in This Age of Conflict", Charles A. Beard; 6, "Ten Social and Economic Goals: Set up by N.E.A. Group after Two Years' Research"; 7, "John Ruskin, Educator", E. J. Thoriakson; 8, "Liberal Educationists: Plan Revolutionary School Change"; 9, "Teacher Free of Politician Declared Need in Social Era"; 10, "Educators Move to Adapt Schools to Modern Living".

Topic III—Liberal Arts Education vs. Vocational and Technical Training: 1, "The Real Purpose of Education", A. J. H. Powell; 2, "A Challenge to the Schools"; 3, "How Milwaukee Does It: City Vocational School Accepted Pattern"; 4, "Protests Force Chicago Board to Drop Vocational Education Plan"; 5, "Dodds (Princeton Head) favors Broad Education at School of Affairs Session"; 6, "Dr. Hutchins, Head of Chicago, University Expresses Views on Liberal Arts Education"; 7, "The Why of Education", A. E. Otte-well; 8, "The Possibilities and Limitations of Technical Education".

Topic IV—Education and the Teacher: 1, "Waking Up the Teacher"; 2, "Teachers May Yet Save the World"; 3, "The Craft of Teaching"; 4, "The Pupils State Their Views"; 5, "Sifting Out the Thinkers"; 6, "The Teacher's Balance Sheet"; 7, "The Ideal School Teacher"; 8, "What is Best Quality in a Teacher?"; 9, "Enterprise System is Discussed by Dr. Newland".

Topic V—Education and Character Training: 1, "New Ideals of Education"; 2, "Project in Character Education".

CONVENTION GUEST SPEAKER, DR. BOYD H. BODE, OHIO STATE UNIVERSITY

(a) Forming Character Through Standards and Choosing Ten Qualities; (b) Building Character Through Mathematics and the Social Studies; (c) Through Study of Language, Art, and Music; (d) The Kind of Teacher Needed and Her Opportunities; (e) Building Character in the Home; 3, "Perfection in Children"; 4, "Education Beholds a New Man"; 5, "Better Character Training"; 6, "Invention".

Topic VI—Adult Education: 1, "The Boston Centre for Adult Education"; 2, "Experiment in Adult Education"; 3, "Youth Training in Alberta Under Youth Rehabilitation Scheme"; 4, "The Danish Folk High School"; 5, "The W. E. A. Comes to Alberta"; 6, "Adult Education and the Rural Teacher" (In Nova Scotia).

Topic VII—Rural Education or the School and Country Life: 1, "Rural School—New Way"; 2, "Rural School Experiment at Gull Lake"; 3, "Backwoods Children Love School"; 4, "The 'Village College' Devised to Meet Rural Need in England"; 5, "Lethbridge School Division, No. 7"; 6, "It Can Be Done".

Topic VIII—Vocational Guidance: 1, "Some Notes on Vocational Guidance", Dr. W. G. Carpenter; 2, "Youth Leaders Call 'Gimme'—One Source of Joblessness"; 3, "More Jobs Available in U.S. than People Fitted for Them"; 4, "Guidance—A Pupil's Right? Teachers say it puts Students in Better Shape", Marjorie Shuler; 5, "The Town Co-operates—To Give High School Students Better Job Experience", Margaret Root Zahlier.

Topic IX—Education and Leisure—Recreation, Hobbies, Travel: 1, "Youth Finds Hobbies Blaze Trails for New Adventures"; 2, "Van Perrine, N.A., gets results in Art by inviting Children into Yard"; 3, "Travel as a Part of School Life is on the Increase"; 4a, "Youth Hostels in England", by an American Visitor; b—"Canadian Youth Hostels Association".

Topic X—Education and World Relations: 1, "Arms Race—and What Next?"; 2, "World Affairs Institutes Win New Adherents"; 3, "Peace Through Education"; 4, "Teaching: Aid to World Solidarity"; 5, "Educator and Mediator Found Hope of All"; 6, "Schools are Told Part to Play in Promoting Peace".

Topic XI—Education and the Home: 1, "Let's Play in the Back Yard", Margaret Zahlier; 2, "How Parents May Help"; 3, "Full Benefit From Chores: Facing the Unpleasant Task"; 4, "Home as Educational Influence in the Eyes of a Headmaster"; 5, "When Parents Tell the Truth"; 6, "What Schools do to Improve Homes"; 7, "Co-operation of Home and School".

NOTICE TO TEACHERS

The Alberta Teachers' Association has available, at present, fifty copies of the "Better English" Project for Grades 5, 6, 7, and 8. The purpose of this project, conducted by Dr. C. Sansom of Calgary, is to help teachers and pupils to raise the standard of English in Alberta. A copy of this project will be sent to each one of the first fifty teachers who sends in a request for the material to the Alberta Teachers' Association, Imperial Bank Building, Edmonton.

A CORRECTION

In the report of the A.T.A. Executive meeting published in the January issue of the A.T.A. Magazine, Mr. W. E. Kostash is reported as being of Willingdon. Mr. Kostash's address is Hairy Hill, Alberta.

C.T.F. NEWS

Financial Support

The sources that school districts draw upon for financial support have changed tremendously in the last twenty-five years. At the same time we derived support from taxes on land and there are still some States in the Union trying to operate schools and city governments and state governments on taxes from land, but our economic structure has changed. Our wealth is only partly in land, and the ability to pay for schools now resides in incomes derived from other sources. Therefore, in order to use the money which the new economic order releases, you must tax that particular type of thing where money is. That means income taxation, and that is why you have to have state taxes, because no locality can successfully levy an income tax.—Dr. W. G. Carr, Director, National Education Association Research.

1. Disadvantage of Small Attendance Unit

There is a distinction between an administrative unit and an attendance unit. If one goes into almost any part of rural Canada, one may see many small schools drawing eight to ten pupils from a radius of two or three miles; that is an attendance unit. One may go a little farther and come upon a hamlet with an attendance of twenty to thirty, drawing pupils from a little farther. That is another attendance unit. Each school has one teacher and that teacher is everything—nurse, teacher, principal, supervisor, director of research, playground specialist, and what not, and so long as this one-teacher school has a board of trustees of its own, you have no opportunity to bring in any kind of specialized educational service. The one teacher does the whole job.

2. Advantage of Larger Administrative Unit

If the one-teacher schools were kept as attendance units, with twenty or thirty of them under one administration, you would have a single administrative unit. You could then hire a school nurse and a supervisor and have other special services as well. You do not need to change the attendance unit in order to get the larger administrative unit and the benefits

arising therefrom, but it is a fact that in many of our sparsely settled units, there are little attendance units and the people will not part with them.

The larger attendance units would be an improvement, if the distance is not too great to bring them. But while we are waiting for popular opinion to bring about the larger attendance units, we must in the meantime work for the larger administrative units if we expect to get anywhere.

(The above two items are summarized from an address by Dr. C. E. Ackley, Director, Bureau of Administration and Finance, Pennsylvania.)

Something to Think About

1. Is it a healthy condition when an economic depression of great proportions seems necessary to jar the public and its leaders out of their lethargy concerning a need so obvious as a trained teacher for every school room?

2. Are taxable resources available for support of public education so small that school authorities must trade upon the economic distress of their teachers to achieve the desired improvements in training qualifications?

3. Is it fair to take advantage of the economic distress of so loyal a group of public servants as the rural teachers by compelling them to make additional outlays of time and money for education while at the same time drastic cuts are being made in their already extremely low salaries?

—Walter H. Gaumnitz, in *School Life*, December, 1937.

Why Not Try a Board of Reference?

"I doubt if anyone who has never been a teacher realizes the precariousness of my job. I may be dismissed for almost anything; for failure to go to church, for spending too many week-ends out of town, for living in an apartment, for too strict discipline, for too lax discipline, for spending too much money outside the community, for having too many opinions, for not playing favorites with children of school board members, or for holding a position coveted by some home-town girl. Every one of these causes, to my own personal knowledge, has brought about the dismissal of some teacher."—An American Teacher.

National Education, November, 1937.



W. E. KOSTASH, B.A.

Mr. Kostash was appointed by the Executive of the A.T.A., to fill the vacancy occasioned by the resignation of Mr. Fred Hanocho.

SCHOOL MUSIC APPRECIATION BROADCASTS

There will be a series of Music Appreciation Broadcasts beginning Saturday, February 5th at 10.45 a.m. over radio station CFAC in Calgary, arranged by Mr. Irvine Graham, Instructor in Music at the Calgary Normal School.

Recordings will be selected that will have educational value and be interesting to Grades I to IX. Efforts will be made to select only those recordings which are mentioned for the various grades in the Programme of Studies.

In view of the fact that considerable space is given to music appreciation in the new Programme of Studies it is felt that this demonstration, made possible through Fisher's Music Supply in Calgary, should prove of much benefit to school teachers and students in rural districts.

SCHOOL MUSIC BROADCAST

C.F.A.C., Saturday, 10.45 a.m., Feb. 5, 12, 19 and 26

by arrangement with

Irvine Graham, Music Instructor,
Calgary Normal School

FISHER'S MUSIC SUPPLY

130 8th Ave. West

CALGARY

CONVENTION GUEST SPEAKER, DR. BOYD H. BODE, OHIO STATE UNIVERSITY

Of Interest to Teachers . . .

BY CLERICUS

It is not too early to begin making plans to attend the Easter Convention to be held this year in Calgary. A very fine program is being arranged for and for the first time in some years, arrangements are being made to bring in an outside speaker of international importance, Dr. Boyd H. Bode of Ohio State University. The Convention will be held in the Palliser Hotel and arrangements are being made with the hotel management for very modest room rates for visiting teachers. Held in a hotel in this manner, the Convention takes on the form of a big house-party and everyone has a good time. Better make plans to attend as Easter is late this year and you need a breathing space before the final drive to wind up the year's work.

* * * *

Our President, Dr. M. E. LaZerte, has been invited to Calgary to address a joint meeting of the two locals there. We understand the affair is to be in the form of a banquet at which Dr. LaZerte is to be guest speaker.

* * * *

A little while ago we wrote of a visit we paid to Salt Lake City some years ago and how we were disappointed at not having a dip in the brine on account of our refusal to pay what we considered the extortionate charges of the company operating the lakeside resort some miles out of the city. It happens that one of our colleagues and friends, M. G. Merkley, a former member of the executive of the Provincial A.T.A. is in attendance at the University of Utah and noticed our paragraph. In a recent letter to the General Secretary-Treasurer he says in part: "Tell Clericus that if he will come back here next summer I will guarantee him a free swim in this salty sea." Well seeing that we *do* occasionally take a bath in the summer, we might take you up on this free swim business Merk. old pal.

* * * *

We have a letter from a young friend of ours, who, like a good many other rural teachers, is away behind in her salary. It so happens that her school district is being included in a division and as the division only comes into being on February 1st and it will take time for the new board to get going, our friend wonders whether this will not delay salary payments more than ever. On making enquiries we find that the new organization will not alter the teacher's claim to the grant earned by her school during the fall term, hence being in a new division will not make matters any worse. Later on of course the larger unit will be in a stronger financial position and should proceed to pay up back salaries. A rural teacher in another division told us that after the divisional board got into office, he received a payment on account of back salary of \$250 and has been getting his salary steadily since that time.

* * * *

We are constantly running across evidence of how a school inspector (or is it superintendent now?) can aid the work of the A.T.A. in a quiet co-operative way. We happened to see a form letter sent out by Inspector Aikenhead to the teachers of his division and in it was the reminder to those teachers who had not yet done so, to fill out and send in the questionnaire on pensions printed in the November issue of the A.T.A. Magazine. Good work Doug., the pension committee certainly appreciates your effort to help it along in its work.

* * * *

Well, how many of you got the answer to our problem about the relative positions of the none-too-honest school-girls? The girls were placed in the following order: (1) Kitty, (2) Joan, (3) Betty, (4) Mary, (5) Ethel. Any girl's statement can be taken as the starting point. Two girls state that

Mary is fourth. If this is *not* true, it is true that Kitty is second and Betty top. But if Betty is top, Ethel's first statement is untrue and therefore her second statement is true and Joan is second, i.e. both Kitty and Joan are second, which is impossible. Perhaps you can continue from this point but if you can't, who cares anyway?

* * * *

Try this one out when you get a few minutes to spare: Lord Logic was looking for a secretary. The job was a good one and he was able, from a host of applicants to select three very intelligent candidates. Summoning these three to his office, he said, "You are all intelligent young fellows, but I propose, by means of a test of my own, to select the most intelligent of you. What I am going to do is this:

"I have here"—he opened his palm—"two small pieces of chalk, green chalk and white chalk. I propose to chalk on the forehead of each of you either a green cross or a white cross. As soon as I have done so, I want each of you to look at the other two and, if he can see a green cross, to hold up his hand. As soon as any of you has deduced what color his *own* cross is, he must take his hand down. If his explanation—as to why he thinks his own cross is green or white—is a satisfactory one, he will get the job." As soon as he was certain that these instructions were understood, Lord Logic chalked a green cross on each of the three foreheads. All three hands at once shot up and almost immediately, one of the candidates, named Sharp, took his down.

"Very good Sharp," said Lord Logic, "and what color is your cross?"

"Green sir," was the answer. How did Sharp know?

* * * *

No Valentines, by request.



E. W. WHITE, B.A.

Mr. E. W. White, a member of the teaching staff of the Alexandra High School, Medicine Hat, for eleven years, has been appointed inspector in charge of the Killam School Division No. 22. Mr. White, who is a graduate of the Provincial Normal School, Calgary, and the University of Alberta, is well acquainted with rural school administration having been at one time principal of the Enchant Consolidated School No. 47.

CONVENTION GUEST SPEAKER, Dr. BOYD H. BODE, OHIO STATE UNIVERSITY

POLIOMYELITIS . . .

(INFANTILE PARALYSIS)

By RAE CHITTICK, R.N., B.Sc.
Provincial Normal School, Calgary

Whether it be in health teaching or in social studies, teachers should discuss the prevalence of any communicable disease which is concerning a community. This year Canada has had another epidemic of poliomyelitis or infantile paralysis, and although in Alberta it did not reach such serious proportions as in other parts of the Dominion, many individuals have been stricken with the disease. The problem of communicable diseases seems a particularly important one for high school students, because not only should they have an intelligent understanding of community problems, but they are beginning to have an important influence in the home and are not far from being home-makers themselves.

The word poliomyelitis means inflammation of the gray marrow of the cord. It is from the Greek *polios* meaning gray and *myelos* marrow, *itis*, of course, means inflammation of.

It is not a new disease, although it was not recognized in epidemic form until 1881, when a group of cases were investigated in Sweden. Following this epidemic and a later outbreak in 1905 when there were more than a thousand cases in Sweden, it was definitely proven that the disease is communicable. In 1908, the disease was produced experimentally by inoculating monkeys with material from fatal human cases.

Cause of the disease:

Human beings are the source of the infection and many healthy people may carry the organism. None of the lower animals except the monkey are susceptible to the disease and there is no evidence that domestic animals are carriers. The actual cause of the disease is a filterable virus, that is, an extremely small organism that can pass through a porcelain filter. The organism is slightly resistant to drying and freezing but is easily killed by heat, that is a temperature above 55 degrees Centigrade. It is also readily killed by the sunlight and by the small amounts of chlorine used in drinking water.

Statistics for Alberta show that there are a few cases each year but that periodically it reaches epidemic proportions. The epidemics seem to occur during the summer months, the number of cases gradually decreasing with the coming of cold weather. It is thought that the disease is spread almost entirely by contact, in spite of the fact that it is difficult to explain why odd cases develop in isolated rural areas. Authorities agree that it is unlikely that the disease is transmitted by milk or water. It is now believed that the germ enters the nose and travels up to the olfactory membrane and from there to the brain and hence to the spinal cord. The incubation period is from three to twenty-one days but commonly from seven to fourteen days. The period of infectivity, that is the period when a sick child is a menace to others, is not definitely known. From 80 to 90 per cent of the cases are children under ten years of age, but when it attacks older age groups, the mortality rate is higher and also the incidence of paralysis.

Symptoms:

The early symptoms are often those of a mild cold. The child may have a slight fever and complain of his head feeling sore. He may feel tired and drowsy and may some-

times have an aching in various muscles of the body. Often there is a slight discharge from the nose as in a mild cold. The child has little appetite and may vomit during the first twelve hours after onset. Frequently the child recovers with no more symptoms than these.

There are a few cases, however, that develop what doctors speak of as the second group of symptoms. The patient resists being handled and cries out if he is moved. The neck may become stiff and the spine rigid. The cheeks are flushed and there is an anxious expression on the face.

Immunity:

Immunity to infantile paralysis is a baffling problem. Most people, including children, have a high resistance to the disease, so that very few people actually develop the paralytic stage of the infection. Why most individuals have such a high resistance and a few acquire the disease in a severe form has never been determined. For a number of years an effort has been made to confer immunity by giving convalescent serum. A small amount of blood is taken from a child recovering from the disease and injected into the person who seems to be developing the early symptoms. There has been a good deal of conflicting opinion regarding the value of this treatment but today most authorities agree that serum treatment has been a failure. The organism is hidden away in the nerve cells and blood immunity seems to have little effect.

Prevention:

As has been stated, recent research has resulted in the opinion that the virus gains entrance to the body by way of the nerves of smell. With this theory in mind, investigators have tried to block these nerves and prevent them from carrying the infection to the brain and the cord. By a special technique the olfactory membrane has been sprayed with various chemicals—some forty or more have been tried out on monkeys. The two which brought the best results were a picric-alum solution and a salt solution containing a small amount of zinc sulphate. It is believed now that the latter is the most efficacious.

The value of the nasal spray as a preventive is, of course, only in the experimental stage. Toronto is trying it out on a large scale this year. About 5,000 children were treated with the nasal spray and it remains to be seen what results it will bring.

Treatment:

It is very important that the disease be recognized early in its course and, if parents have any reason to suspect infantile paralysis, a doctor should be sent for at once. If the second group of symptoms appear the child needs to be under expert management. The type of treatment he receives then determines to a large extent the amount of damage done to the muscles.

If the child recovers from the acute symptoms but is left with paralyzed muscles, then both parents and patient must take courage and with perseverance and determination, undertake a programme to re-educate the injured muscles. Since the disease affects the motor nerve centres along the cord, the brain tries to send messages to certain muscles but finds the way blocked. The important thing, then, is to find a new path and fortunately this can be done. The muscles are coaxed to function by massage and by guided exercise until finally the nerve messages find a new passage. Correct muscle training, of course, must be prescribed by a physician and every effort must be made to follow instructions and to persevere with the treatment.

Teachers' Helps Department

Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

For this issue the interest of this department of the magazine is concentrated on Division I. The Beginners are differentiating themselves into groups exhibiting varying degrees of independent reading ability; in Grade II and Grade III small groups of slow learners are interfering with the progress of the class as a whole. The article by Miss Crozier, with the accompanying Word Recognition Test, may be of some assistance to teachers involved with Grade I while the suggestion contained in the brief description of the Gray Oral Reading Paragraph Test may not be amiss for the other two grades in the Division.

THE GRAY ORAL READING PARAGRAPH TEST

The Gray Oral Reading Paragraph Test, published by the Public School Publishing Co., Bloomington, Illinois, has several commendable features: It is cheap; it is easy to administer; it grades reading ability accurately, and, finally, it differentiates certain types of reading defects.

The second paragraph of the test reads as follows:

Once there was a little pig.
He lived with his mother in a pen.
One day he saw his four feet.
"Mother," he said, "what can I do with my feet?"
His mother said, "You can run with them."
So the little pig ran round and round the pen.

A Grade III pupil with a Grade Score of 1.9 read this paragraph slowly and hesitantly, with little or no comprehension of the content. Below, the paragraph is reproduced with the errors made by this pupil in parentheses:

Once there was a little pig.
He lived with his mother in a (the) pen.
One day he saw (was) his four feet.
"Mother," he said, "what can I do with my (four) feet?"
His mother said, "You can run with ()".
So the little pig ran (a)round and round the pen (pig).

This pupil just cannot read Grade III material. For several months he should be on a diet of about Grade II level of difficulty. If only the Grade II Reader is available and social difficulties may develop if Grade II pupils are in the same room, it may be advisable for the teacher to become an author and produce some stories based on the Grade I and II vocabulary lists.

The test indicates that the pupil has at least one serious deficiency: He depends on the initial consonant for a clue to the meaning of the less familiar words. Drill on words having the same initial consonant is needed.

In this same class there were several pupils who read as far as the seventh and eighth paragraphs before being forced to capitulate. The grade scores of these pupils ran as high as 7.9. The test thus divides the class into three reading groups: the few who are very deficient, the many who are of average ability, and the few who are much accelerated. The slow group will require much special instruction, the average group will require less, while the advanced pupils may be permitted to read, with an occasional check on comprehension and reading habits.

For testing purposes one needs two copies of the test and one sheet of instructions. One copy of the test should be cut apart and the paragraphs mounted on small cards. These cards may be given to the pupil, while the teacher follows the reading from the remaining copy of the test. The number and type of errors should be noted as the pupil reads.

To convert the pupil's test (raw) score into a Grade or G-score the following table may be used:

Raw Score	G-Score	Raw Score	G-Score	Raw Score	G-Score
1	1.4	13	3.4	24	5.2
2	1.6	14	3.6	25	5.4
3	1.8	15	3.7	26	5.7
4	1.9	16	3.9	27	5.9
5	2.1	17	4.0	28	6.1
6	2.3	18	4.2	29	6.4
7	2.4	19	4.4	30	6.7
8	2.6	20	4.5	31	7.0
9	2.8	21	4.7	32	7.3
10	2.9	22	4.9	33	7.7
11	3.1	23	5.1	34	8.0
12	3.2				

(The Western Canada Institute, Calgary, has the Alberta agency for Public School Publishing Company materials.)

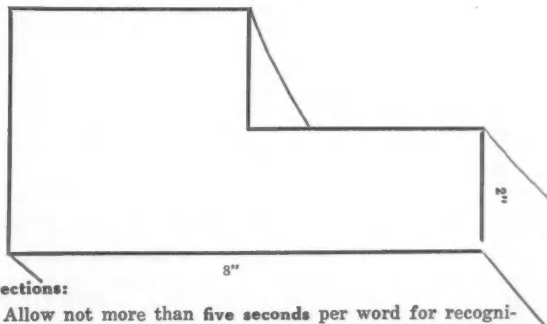
A GRADE I WORD-RECOGNITION TEST

This test, which was devised in the Edmonton Normal Practice School, includes all the words and phrases in the first 49 pages in "Jerry and Jane". It may be used to check the attainment in reading at the end of the first three or four months in Grade I. It will determine definitely those words and phrases the pupils do not know, and, if incorrect responses are noted by the teacher, will afford clues as to the specific difficulties of individual pupils. With this information known the teacher may develop necessary remedial work efficiently and economically.

The test has not been standardized, but one city class after three months' work made the following score: The top quarter of the class recognized 95 words or more; the top half recognized 89 or more, while the lowest quarter recognized from 45 to 77.

The Practice Words and Test Words should be printed on foolscap in the style of manuscript writing with which the pupils are familiar. The test is printed here in ordinary type to conserve space, and, for the same reason, the test words are in **black type**. A cardboard mask, 8 x 4, of the shape illustrated below should be made. This conceals from the pupil the words and phrases immediately following those on which he is being tested. Some pupils become confused and distracted by the succeeding lines of print.

The directions are complete and should be followed closely. The test need not be completed at one sitting, but it should be finished within a lapse of three or four days to be valid for all pupils being tested.



Directions:

Allow not more than five seconds per word for recognition and identification. By taking first the best pupils in the

class, the teacher will quickly become accustomed to estimating the time interval accurately.

When checking, the teacher should note errors only. The substituted words should be listed as this information may be of value when planning remedial work.

There are four sets of practice words. A procedure similar to the following might be used:

See these four words? Show me the one that says 'cat'. That is right. Now in the next line show me the one that says 'dog'. That is right also. Now try the next line and show me the word that looks like 'says'. In the last line show me the word that says 'like'.

Now you understand what you are to do. In each line I want you to show me the word I say. Point out the words as fast as you can, but be sure that you are right each time.

The Practice and Test Phrases are treated in a similar manner.

THE TEST

Practice Words:

come	cat
like	doll
says	store
little	horse

Test Words:

1. and	are	a	it
2. black	big	blue	brown
3. color	come	chair	cat
4. dog	doll	has	home
5. are	all	can	can
6. brown	home	black	blue
7. color	come	chair	can
8. play	blue	put	away
9. like	and	are	with
10. home	has	horse	house
11. Jane	Jerry	Mother	Father
12. yes	rug	give	girl
13. toy	run	doll	she
14. black	bed	like	jump
15. table	this	blue	fire
16. calls	color	can	chair
17. Jerry	Laddie	Baby	Jane
18. take	little	drink	then
19. red	right	run	rug
20. horse	little	take	like
21. toy	the	this	they
22. bed	by	dog	doll
23. right	white	wagon	give
24. rug	can	home	run
25. this	is	the	toy
26. says	store	sleep	snow
27. they	toy	to	it
28. which	white	with	wagon
29. toy	take	this	the
30. sleep	store	snow	says
31. with	milk	white	right
32. doll	dog	take	toy
33. the	to	me	she
34. fire	yes	jump	play
35. white	which	with	little
36. time	take	they	then
37. away	with	wagon	which
38. by	he	me	all
39. the	big	give	give
40. she	sleep	he	he
41. doll	big	rug	rug
42. home	horse	store	store
43. into	in	on	all
44. calls	chair	children	color
45. right	white	little	sleep
46. it	all	to	in

47. Mother	Father	Baby	Laddie
48. toy	by	in	into
49. chair	color	after	are
50. come	house	which	children
51. is	into	it	on
52. dinner	drink	black	brown
53. then	give	table	take
54. store	they	then	sleep
55. all	are	and	me
56. little	like	dinner	drink
57. like	milk	take	black
58. home	store	house	sleep
59. fire	she	store	this
60. big	it	by	toy
61. horse	sleep	little	after
62. dog	rug	red	run
63. away	wagon	they	sleep
64. cat	color	can	come
65. big	by	blue	bed
66. they	time	take	table
67. says	horse	they	yes
68. they	then	this	the
69. Laddie	Mother	Father	Baby
70. Jane	Snow	Jerry	Laddie
71. Mother	Father	Jane	Jerry
72. Snow	Mother	Baby	Father
73. porridge	breakfast	playhouse	hammer
74. down	built	door	under
75. bed	let	get	eat
76. there	this	them	they
77. take	make	home	may
78. with	white	walk	wants
79. going	garden	looking	give
80. breakfast	porridge	hammer	playhouse
81. thank	take	then	they
82. that	them	three	there
83. girl	lay	let	get
84. bed	box	by	walk
85. here	there	three	has
86. put	all	pull	lay
87. hammer	playhouse	garden	wagon
88. some	see	us	saw
89. get	rug	nut	rap
90. down	door	built	brown
91. walk	make	milk	with
92. lay	play	may	me
93. now	into	put	not
94. hammer	garden	looking	built
95. see	she	saw	three
96. to	so	us	ves
97. this	that	then	they
98. brown	black	blue	built
99. play	let	lay	may
100. breakfast	playhouse	porridge	looking
101. us	ves	is	this
102. let	like	get	eat
103. door	down	not	now
104. going	wagon	arden	hammer
105. they	there	three	then
106. come	home	down	some
107. trees	sleep	table	says
108. down	wants	under	into
109. see	we	three	she

Practice Phrases

I like
I have
I shall

I shall
This is
I like

Test Phrases

1. I am
This is
My name is
3. I have
I like
I shall
5. This is
I shall
I have

2. Bow-wow
Mew! Mew!
Good morning
4. Which are right?
Good morning
My name is
6. My name is
This is
I shall

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- | | |
|---|---|
| 7. Mew! Mew!
Good morning
This is | 8. Good morning
My name is
Which are right? |
| 9. I am
I shall
I like | 10. I like
I have
I shall |
| 11. This is
Thank you
I am | 12. Let us
Mew! Mew!
I have |

BEGINNING READING . . .

MISS M. ALMA CROZIER

No longer is the ability to read regarded as the only standard to be used in judging the primary child's advancement from grade to grade.

Every subject in a curriculum of the new education is viewed in the light of its contribution to the knowledges and skills, attitudes and appreciations, and intellectual and social habits, which are necessary for enriched living. The ability to read, consequently, still stands high in the scale of the skill subjects.

In "Enterprise," or in any other type of activity programme the child must go to books to gain information. To form this habit he must love reading, and to generate and foster this love it is imperative:

- (1) That we, as primary teachers, stimulate the child's desire to read;
- (2) That we develop in him good habits of silent and oral reading;
- (3) That we note deficiencies and give the right remedial treatment; and
- (4) That we aid him in forming the habit of using books and other reading material, skilfully and well.

Closely allied to the subject of "Beginning Reading" is the matter of "reading readiness". This phrase is of quite recent origin, although the idea is as old as the teaching of the subject itself.

It is a fact familiar to all teachers of Grade I that in every class of beginners there is a percentage, sometimes large, sometimes small, who are not ready to begin reading.

These children are not necessarily of low intelligence. In fact, in some cases, they are of quite high mentality. But investigations have shown that, although some are suffering from physical handicaps—poor eyesight, defective hearing or emotional instability of some kind—many are children of meagre background of experience.

To a child of this group the prepared reading material—the charts, the basic readers etc., are not at all interesting. The printed symbol means nothing. They are not related to anything in his experience. Special teaching procedures must be used and special reading material developed. As soon as an interest in reading is established the problem is solved.

I have found that one of the greatest factors in creating in the child an interest in reading is an attractive school-room.

By this I do not mean a room attractive to the teacher, but to the child. Is it his room? Is it full of things interesting to him? Are the pictures placed low enough so that he can study them easily? (If no other place is available they may be placed below the blackboard ledge). Is there a place in the room for the things he brings to school? Is he free to wander about at times and enjoy the room? Is his work sometimes displayed? (However poor it may be, it may be his best effort.) Does he feel that the room belongs to him?

It is not advisable that the room should appear cluttered. There should not be an over-abundance of pictures and they should be changed frequently.

At summer School last year, in the Special Enterprise Class, Miss Lathrop stressed the value of having several centres of interest in the room.

The "Browsing Table"—on which are placed picture books, children's story books, etc. Here the child loses himself. Perhaps he finds an interesting picture and takes it to the teacher asking her to read the story to him. Many beautiful books which may be placed on such a table may be obtained at the Five-and-Ten Cent Store.

The Bulletin Board or News Corner—is one of the best means of stimulating a desire to read. On it the teacher places interesting pictures, under which she places descriptive sentences. She puts up bits of news which the children have given in their language period. Records of weather reports, samples of good work, bits of news about a pet or a plant, the names of children taking part in different activities are displayed here.

At first the teacher reads these to the children. Soon they will attempt to do so themselves or maybe a child more advanced reads to the others. Even if, at first, they only try to pick out familiar words, a start is being made.

A "Science" Corner—where interesting things from the out-of-doors may appear, stones, shells, insects, a jar with tadpoles, etc.

A Doll Corner—to which the individual child or small group may retire to play quietly.

An Art or Painting Corner—where the child may carry on his work on a picture unmolested.

A Modelling Table—where several children may work with clay or plasticene.

In the crowded class-room it is not possible to have all, or many of these centres, but an attempt can be made to have at least one.

It is absolutely necessary if children are to develop a love for books and reading that they should become acquainted with the books of the right kind. The "Browsing" or Reading Table is almost a necessity.

Besides the group of children who lack "reading readiness", there are usually two other groups of children among the beginners.

There are those who are not interested in reading, although mature enough to do so. These require to have much incidental reading. Words, phrases and sentences in meaningful situations must be met by them on every hand.

They also must participate in activities which make reading necessary. For instance, they may be interested in making a booklet—to find out how to do it, they must read.

Besides these there is still another group—those who are ready and eager to read. What shall we do for these?

The answer to this is that we must provide them with a wealth of suitable material to read. How can this be done?

Of course there is available now plenty of the best material but there is the element of cost to be considered.

Perhaps some of the following suggestions may be of help to the large number of teachers who can spend little in getting material.

It is a well-known fact that anything which is placed in the hands of the child who is beginning reading should be easy, and that it should be scientifically prepared. There are many such pre-primers today, but if the teacher does not wish to buy these, the alternative is to make pre-primers of her own.

With pictures cut from catalogues, newspapers, magazines, excellent little books can be made. With the Gates' Word List as a guide the vocabulary will be scientific, or the vocabulary of the basic primer may be used.

These books should have few lines on a page. The sentences should be short and the phrases carefully constructed. The covers may be made of brown wrapping paper and may be suitably decorated by the children themselves. Such titles as "A Good Night Book", or "A Good Morning Book" may be used.

In addition to these, cards, on which pictures have been pasted and short stories printed below, form another useful type of material. Books of easy riddles are a favorite type of reading, also.

After the desire to read has been stimulated, care must be taken that the child develops good habits of silent and oral reading. He must be encouraged to pass quickly along the line as he reads. The habit of repeating (going back to the beginning of the line of the sentence) should be checked. This may be done by telling him to look ahead as he reads. Gradually increasing the length of the phrases in drill will assist him in this.

The habit of lip-moving, or vocalizing, may be discouraged by having the child place his fingers on his lips as he reads.

There should be many periods for **free reading** in the week. The children should have an opportunity to read to the teacher or to the class something interesting they have found.

I have found a "Reading Party" a very worth-while activity. At it the type of reading mentioned above is done.

Silent reading and short word-and-phrase recognition tests should be given frequently. Records of these should be carefully kept, that each child's progress can be noted and remedial work done when necessary.

One device which I use and have found helpful may be of assistance. After several new words have been taught I put lists of these, with words already known interspersed, on slips of paper. A child comes to the desk, is shown the list of words and names them. If he is able to name them correctly in a reasonable period of time, the paper is marked in some way, and he is allowed to take it home. The papers of those who could not name the words are kept by the teacher. The words the child could not name are marked with a check mark, and he is asked to repeat the test until he can name all the words.

A record of each child's achievement is kept. This gives the teacher a basis for remedial work.

* * * *

Some good pre-primers, the prices of which are low, are listed below:

Rides and Slides—a First Pre-Primer.

Here and There—a Second Pre-Primer of the "Alice and Jerry" series. Row, Peterson Co., Evanston, Ill.

Dick and Jane—a First Pre-Primer.

More Dick and Jane Stories—a second Pre-Primer by Elson-Gray Curriculum Foundation Series, W. J. Gates Co., Toronto.

"The Little Terry Book"—Lyons, Carnahan & Co., New York.
The Little Book—by Marjorie Hardy, Wheeler Publishing Co., Chicago.

The Family Playhouse—by Florence Piper Tuttle, Longmans, Green & Co., Toronto.

Little Friends—by Dopp-Pitts & Garrison. Rand, McNally, Co., Chicago.

Tots and Toys—by Gehres & Lewis, John C. Winston Co., Toronto.

Tom's Trip—by Nila Banton Smith. Silver, Burdett Co., Chicago.

Let us Read—by Walker, Summy. "The Study Readers" Series. Chas. E. Merrill, Chicago.

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FREDERICK HANNOCHKO, B.A.

The Executive of the Alberta Teachers' Association has lost a stalwart member in Mr. Fred Hannotchko who has recently been appointed Inspector and Superintendent of the Two Hills School Division, No. 21. Mr. Hannotchko has had considerable experience as a teacher in the rural and town schools of the Province, having taught in the vicinity of Andrew, 1922-25; in Spirit River in 1928-29; and in Willingdon since his graduation from the University of Alberta in 1932. Since September, 1935, Mr. Hannotchko has been Principal of the Willingdon School, and during these years as Principal has taken considerable post graduate work in education.

Fred has served on the Provincial Executive of the Association for several years, and has made a distinct contribution to A.T.A. work and organization. A man of sound judgment, a keen thinker, of genial disposition and lofty ideals, he will make his further contribution in a wider sphere than in the past to Alberta education. The loss to us will be the Department's gain, but his good fellowship and his Porthos figure will be keenly missed at Executive meetings. Our sense of loss is comparable only with the degree of heartiness with which we extend our congratulations and wish him, with confidence, the best of luck, success and happiness in the future.

I AM anxious to hear from teachers or others who may be interested in an educational holiday tour which will include London, Stockholm, Copenhagen, Elsinore, Gothenberg and other English and Scandinavian places. The party would sail both ways on the Empress of Britain. The time would be six weeks from Edmonton for the amazingly low all-inclusive cost of \$500—from Alberta Points.

Write:

ELMER E. ROPER,
10010 102 Street,
Edmonton.

THE WORLD OUTSIDE

By

Miss M. B. Moore, M.A.

Miss R. J. Coutts

SPAIN: Summary of Events in 1937

In general, the results of the Spanish conflict spell a weakening in the field for the Spanish Loyalists.

Nineteen thirty-seven began with a successful advance along the south east from Estepona to Motril. The attack towards Madrid on the Guadalajara front by the Insurgents failed and Madrid, at present, is almost impregnable and all predictions as to the efficacy of aircraft for bringing a war to a speedy close have failed.

Next, Franco tried an attack on the isolated northern provinces of the Basques and Asturians, and in the fall of Bilbao, Santander, and Gijon Franco obtained possession of a mining area which is very useful in providing pay for munitions from Italy and Germany. But although successful here, much time was wasted, for it took all summer in what must be termed "nothing but a side show", and this gave the Loyalists time in which to organize a real army to replace their untrained militia and to adjust internal dissensions ruinous to their powers of resistance.

The attack at Christmas time on Teruel indicated by its precision the increased unity and strength of the government forces. Whether Teruel will continue to be held is a matter of doubt, however. Teruel is important in that it controls the food supply for Madrid, being about 60 miles from the sea and is astride the route to the capital city. The outcome of the war will be largely decided by success or failure in this area, for the side that succeeds in keeping up its supplies is the side that will win.

* * * *

CANADA'S OUTSIDE ACTIVITIES

The Coronation has developed a close connection in the Empire, for George VI is the first Monarch whose ascent to the throne was the result of consultation of Canada and the other Dominions. At the close of the Coronation an Imperial Conference was held, the definite outcome of which is still veiled in secrecy.

This year has witnessed Canada's first substantial defence policy since the World War. The principles of this defence were first established in 1922. In 1926 Canada undertook her own Atlantic Coast defence, the West Indies squadrons being relieved of this duty. Ian Mackenzie, the present Minister of National Defence, is responsible for the execution of these plans and his policy has been upheld in two by-elections, Victoria in British Columbia and in Lotbinière in Quebec.

Our Canadian Prime Minister visited Germany and this may bring about more friendly relations with Germany. Canada shared in the Paris Exposition, and our Governor-General visited at Washington. Canada, too, has shouldered her responsibility in the League.

This friendly interest in other nations has been returned. Germany has sent a Minister to Canada, who, so far, is called Consul-General in Canada inasmuch as Canada has sent no minister to Germany. The Dominion now receives ministers from United States, France, Belgium and Japan, and there is, too, the British High Commissioner from the United Kingdom.

* * * *

CHINA

In China, Dr. H. H. Kung has assumed the Premiership in order to leave General Chiang Kai-Shek free to co-ordinate the military forces of China against Japan. Dr. Kung was formerly the finance minister.

A new army of 800,000 is being trained and China has been divided into seven war zones. General Pai-Chung-hsi, an

opponent of General Chiang for over ten years, has been made Vice-Commander of Chinese forces. Also this re-organization has brought to the top the conservative elements rather than the radical ones.

* * * *

PALESTINE

A number of Arabs came to the B.B.C. London Studios to participate in the first Arabic broadcast from Britain's station, Daventry, 75 miles north of London. These broadcasts are an attempt to offset the anti-British propaganda of Italy's broadcasting station at Bari.

The broadcast from Daventry started in the usual dignified British manner with an announcement in English by Sir John Reith, broadcasting director-general. Then various Arabian diplomats spoke in Arabic. This did not please the Arabian radio fans listening in near Jerusalem and they registered their boredom by switching the dial to listen to the Italian broadcast at Bari. They heard the famous Moslem crooner Abdul Wahih, and the irony of it, from British-made records. The B. B. Co. officials have taken the hint and are now arranging for a generous sprinkling of popular music as well as operas and symphonies in their comments on current events, thus emulating Italian and German programmes.

By turning to listen to Abdul Wahih, Arabian radio fans were spared the announcement of the execution in Jerusalem of a Moslem for possessing a revolver. By such drastic action Britain is gradually quelling disturbances. Meanwhile, a commission is soon to go to Palestine to discuss anew the situation there.

* * * *

EGYPT

In Egypt there has developed a contest between the strong-willed, eighteen-year-old Monarch and the Premier, Nahas Pasha, leader of the powerful Wafd party. Farouk accused the Premier of dictatorial ambitions and dismissed him and Parliament was forcibly dissolved by turning out the lights. When the Deputies refused to leave, King Farouk accomplished his purpose of splitting the strong Wafd party, for in their eagerness to purge their party, the leaders expelled all those supporting the King and among these Ahmed Maher, the royal adviser. Farouk intends ordering an election and is building upon his personal popularity for success in breaking up Nahas Pasha's following. His popularity will reach its peak when Parliament is due to assemble for then will take place his romantic marriage to Sasi Naaz Zulficar.

Egypt, no matter how the struggle turns out, will remain faithful to Britain. Both Farouk, by royal proclamation, and Nahas Pasha, by public announcement, have promised that. Italian anti-British propaganda has, so far, failed in Egypt.

* * * *

FRANCE

Fear of invasion has caused France to construct along her land frontiers an amazing line of fortifications known as the Maginot Line. These fortifications consist of underground forts in which, it is said, one million people can live for three months in comparative comfort. The Maginot Line is now almost complete, and is as nearly impregnable as modern military science can make it. It is claimed by the French that no enemy can occupy their territory until the Maginot Line is destroyed. Should a hostile force capture all or part of the Maginot Line, the pressing of a button, located in a secret, underground chamber about 20 miles from the frontier, will blow up the entire 600 miles of fortification.

LOCAL NEWS and Local Meetings

ANDREW

The Andrew A.T.A. Sub-local held its January meeting in the Andrew School on the 22nd with the following members present: the Misses Procyk, Perich, Wakaruk, Ropchan, Nikiforuk and Ambrosie; and Messrs. J. Tomaszewsky, Faryna, Matwiechuk, Urechak, Chornieski, Kostash and Filipchuk.

Two new members, Miss Nikiforuk of Molodia and Miss Ropchan of Zhoda have increased the Sub-local's membership to within two schools of the maximum. At present the following schools are represented: Kysylew, Zawale, Cadron, Riverside, Bukovina, Sachana, Chornowul, Sniatyn, Andrew, Molodia, Zhoda and Manawan. Cnabar and Highway are still unrepresented.

The meeting unanimously endorsed the nomination of Mr. W. Kostash of Hairy Hill as candidate for N. E. Alberta Geographic Representative. Next meeting in Andrew, 3 p.m. Saturday, February 19.

BASHAW

The regular meeting of the Bashaw A.T.A. Local was held in the Bashaw School on January 8. The business included discussion of the feasibility of interchanging entire sets of books for Enterprise Units. The possibility of obtaining a moving picture machine for this Local was also discussed. Lunch was served by members of the Bashaw staff.

BEAVER LODGE

Our meeting of January 15 was a pronounced success and boasted the largest attendance to date. Various items on the agenda were listed and interestingly discussed. Item one dealt with the salary schedule question, as drawn up at a previous meeting. This schedule is quite similar to that of Acadia Valley.

The Easter Convention was next discussed. It was decided to send Mr. Eggenberger as delegate to represent the Beaver Lodge Local.

A very interesting talk was delivered by Mr. N. Grimmer. Mr. Grimmer dealt with the question of reference books, as required under the new Course of study. A list of proven texts and meritorious supplementary material was supplied to the teachers present.

A very delicious lunch was served by Miss Evelyn Deby, aided by Mr. Polley of the High School staff.

BERWYN

The regular meeting of the Berwyn Sub-local A.T.A. took place on January 22nd at Berwyn School. The members enjoyed a very splendid illustrated lecture by Rev. Mr. Bratt on mission work in the Yukon. Mr. Garrison was appointed to act as Berwyn councillor to the District A.T.A.

The next regular meeting will be on Saturday, February 5, at which another interesting talk will be given.

BOW VALLEY

The regular monthly meeting of the Bow Valley A.T.A. was held in Orange Valley School on November 23. The pension scheme was discussed and everyone was requested to send in the questionnaire.

After a very interesting address on "Enterprise Education" by Miss Kennaugh, lunch was served.

BRETON

The last meeting of the Breton Local was held in the teacherage in Breton on December 11. After a reading of the minutes, Mrs. G. Clennensmith gave an interesting report of the convention at Wetaskiwin.

Mr. J. Miles was then elected as representative to the school board.

A cordial invitation was extended by Miss E. Taylor of Strawberry Ridge School District to hold the next meeting of the local at her boarding place in the district. The invitation was accepted and the meeting then adjourned until February 26th.

In spite of the inclement weather and the busy season there was very good attendance at the meeting and all teachers present thoroughly enjoyed the lunch that was contributed by various members at the meeting.

BRUCE

The regular meeting of the Bruce Sub-local was held in the School on January 8. The constitution for the District Association was adopted. Mr. Gordon Dalsin, Sub-local representative, gave a report on the recent executive meeting held at Holden.

The program for the joint concert on January 14 was drafted after which a delightful lunch was served at the home of Mr. and Mrs. L. C. Hergett.

Bruce Sub-Local of the A.T.A. met in the School on December 11. Plans were made for

the joint concert to be put on by the local on January 14, comprising twenty minutes of Christmas concert material from each school. The new constitution was drawn up and accepted.

The appointment of Mr. Gordon Dalsin of Rich School as representative of the Bruce local in the Holden A.T.A. division was officially sanctioned by the local.

A delicious lunch including ice cream was served at the close of the meeting.

BRUDERHEIM-LAMONT

The Bruderheim-Lamont sub-local held its first meeting of the new year on January 22nd at Walker (Bruderheim Village) School. There were fifteen present including Inspector Gibson of Lamont and Mr. T. A. Shandro, president of the Lamont Divisional local.

Following adoption of the minutes of the previous meeting, the president, Mr. Brounston, introduced Mr. Gibson who has been in the inspectorate only three weeks. He led a very instructive discussion of some phases of the new larger division touching on salary schedule, library facilities, and other interesting topics. At the conclusion of the discussion those present realized that they not only knew considerably more about the new unit but also that they were quite well acquainted with their new inspector.

Mr. Shandro reported briefly on the organization activities of the Divisional local and Mr. Ross of Lamont spoke concerning the musical festival.

The business of the meeting was then considered. The sub-local constitution was discussed and adopted and the Divisional local constitution approved. It was recommended that Mr. Shandro be appointed district delegate at the Annual General meeting. It was also suggested that the Divisional local nominate Mr. Wm. Kostash as district representative for Northern Alberta. At the conclusion of the business meeting lunch was served by the staff of Walker School. The next meeting will be held at Lamont on February 19th.

CAMROSE DISTRICT ASSOCIATION

We have had one meeting of the Divisional Council at which a fair representative of Councillors was present. The plan of the new unit was discussed and a Salary Schedule Committee appointed. In this district we have nine Sub-locals—three of which have sent in their sub-local constitutions—and the rest we are urging to complete their organization as soon as possible. With regard to fees—it was decided to collect one dollar a year—this sum to be collected at the Annual Convention.

CLANDONALD-DEWBERRY

The regular meeting of the Clandonald-Dewberry sub-local was held in Dewberry January 14 with ten members present. After the correspondence was dealt with a motion to change the name of the local to Clandonald-Dewberry sub-local was carried. A membership drive committee, consisting of Mr. Geake, Mr. Richardson and Mr. S. Brimscombe, was appointed. The next meeting was set for March 12, at Clandonald. All local teachers are asked to attend. The programme is to consist of business regarding the Easter Convention and an exchange of ideas on the teaching of Dramatics and of Science in Division III.

After above business was finished Inspector MacLeod, M.A., gave a very instructive address on "Errors in Teaching and How to Correct Them." At the close of this lecture a general discussion took place. A vote of thanks was then tendered Mr. MacLeod. Then the meeting adjourned, the members all feeling well repaid for their effort of attending the meeting.

CLARESHOLM

The Clareholm local Teachers' Association held its regular monthly meeting in the Clareholm School on January 10th at 8 p.m., with the President Mr. Carl Johnson, principal of the Clareholm School, in the chair. Eleven teachers were present. One new member, Miss Rose, was welcomed. After a general discussion of the New School Unit, Mr. Coleman gave a very instructive paper on "Democracy in Relation to Communism and Fascism". Miss Mary Bell then gave a talk on "Oral French" illustrated by many pictures and charts which she uses in teaching the new course to grade nine. After the meeting a delicious lunch was served.

The regular monthly meetings of the Association are held on the second Monday of each month at 8 o'clock at the Clareholm School. Teachers in the district are urged to attend.

CRAIGMYLE

The regular meeting of the Craigmyle Local A.T.A. was held in the Household Economics Room of the Craigmyle School on January 15. The W.C.T.U. program for schools was dis-

cussed. Our guest speaker, Mr. Sorochnan, gave a very interesting talk, "The Science of Evolution as Applied to Living Things." Lunch was served by Miss B. Bell and Miss M. Branum.

EAST EDMONTON DISTRICT ASSOCIATION

On December 11th the executive and representatives of various locals of the East Edmonton District Association held a special meeting in the Masonic Temple, Edmonton, for the purpose of drawing up a salary schedule.

Due to the fact that the section of the East Edmonton District Association south of the Saskatchewan River is already included in the Large Unit and consequently has urgent problems peculiar to teachers in large units the meeting was divided into two sections for the purpose of organizing new and more practical Territorial Associations and for the purpose of electing officers and adopting, with alterations, the Model Constitution for District Associations.

With the help of Mr. J. W. Barnett, the teachers south of the Saskatchewan River organized a new "Clover Bar Teachers' Association" with the following (pro tem) executive: President Allan McConnell (Wye School); Vice-President, J. Fenton; Secretary, P. Piercy; Press Correspondent, Mr. Karashasky.

With Mr. E. Shaul of Edmonton, a new "Sturgeon Teachers' Association" was organized with the following (pro tem) executive: President, Mr. M. Bell (Redwater); Vice-president, Algie Brown (Gibbons); Secretary, Miss Irving; Press Correspondent and Assistant Secretary, S. J. Kasper.

The new Sturgeon Teachers' Association would like to hear from new locals on the St. Albert line.

EDMONTON HIGH SCHOOL TEACHERS' ASSOCIATION

The last two months have been busy ones for the Edmonton High School Teachers' Association officials and members. The perennial question of salaries having once more come to the fore, a joint meeting was held with the Public School local. At this December meeting the Board's proposal of a three per cent restoration, retroactive to September 1937 was so fully discussed that the meeting holds an all time record for length—4:30 to 7:20. The recommendation arising out of the meeting proved to be impracticable and was followed by another but shorter meeting, at which it was decided to press for the restoration of increments as an integral part of the schedule and to make proportional restorations from the remainder of the money. The Board being adamant on the question of increments, a Fresheting in January decided to accept the Board's proposal of a three per cent restoration retroactive to September, 1937.

At the regular January meeting, Miss Maguire, whose remarks as leader of a discussion on the place of English Composition in the new curriculum were unfortunately crowded out, led a discussion. Members of the Separate School Local were invited to attend this meeting, but, due to some misunderstanding, the President of the Edmonton Separate School Teachers' Association alone attended.

Dr. Lazerte also led a very timely discussion on the question of promotions in Grade X and the Departmental regulations regarding the same.

EDMONTON NORMAL SCHOOL

On January 7th the students of the Edmonton Normal school were addressed by Mr. Barnett who gave some of the highlights of the workings and functions of the Alberta Teachers' Association.

Mr. Barnett pointed out the advantages provided by the Association and suggested that an executive be elected to carry out organization at the Normal.

In a brief meeting at the end of the address Miss Milton was elected president, Mr. Gordon Higginson, vice-president, and J. Douglas MacLeod, secretary-treasurer.

EDSON

The Edson A.T.A. sub-local held its organization meeting for the year in the town school, Mr. Peterson the president presiding, acting as chairman. Teachers present were Misses Southern, Williams, Thomas, Herbut, Blasius, Mrs. Nelson; Messrs. Peterson, Farewell, Stirling, and Barson.

Officers elected were: Past President, Mr. R. Peterson; President, Mr. Barson (Wolf Creek); Vice-President, Miss D. Thomas; Secretary-Treasurer, Mr. H. South; Councillors, Mrs. McEwen (Peers), and Mr. H. Dakin (Edson); Press Correspondent, Miss L. Blasius.

A constitution for the sub-local was drafted and adopted by the meeting.

Meetings are to be held on the second Saturday in each month, in Edson school commencing at 1:30 o'clock. All teachers of the sub-local are earnestly requested to attend. The agenda for the next meeting will consist

of a discussion on "Social Studies Throughout the School" introduced by Mr. Barson.

ELK POINT

The first meeting of the Elk Point Sub-local was held on November 8th, in the High School. Officers elected were: President, Mr. J. Jensen, Elk Point; Secretary-Treasurer, Miss M. Fish, Muriel; Press Correspondent, Miss E. Johnson, Spring Park.

After the programme for the next meeting was planned, the meeting adjourned.

The second meeting of the Elk Point Local was held on December 11th. Due to the small attendance only part of the proposed programme was carried out. Following the meeting a delicious lunch was served by the staff of the Elk Point School.

GADSBY-BOTHA

The second meeting of the Gadsby-Botha Sub-Local was held at the home of Mr. P. O. Huse, Gadsby, on November 27. Business arising from the minutes consisted of a revision of the constitution previously adopted. The new form was filled in and mailed to Provincial Headquarters.

Mr. Evernden reported on the meeting of delegates in Stettler re-elected to the district Executive, and advised that ballots would reach the teachers of the district in the near future. He also extended an invitation from the Stettler Sub-local to attend a banquet to be held in Stettler, December 4.

As a result of discussion regarding the type of programme to be given preference in the ensuing meetings, it was decided that, rather than formal lectures, demonstrations, debates and open forum discussions should be encouraged.

A motion to the effect that the next meeting's programme should be introduced by the Misses Mawer and Ferguson, and should consist of a discussion of the difficulties relating to the Primary Division was adopted.

A highly instructive and entertaining demonstration of Musical Pipes, and a talk on their construction and use in the school room was given by Mr. Evernden of Botha. Judging by the interest shown in these instruments by certain staid pedagogues, it can readily be imagined that children would find them fascinating. Following a hearty vote of thanks to Mr. and Mrs. Huse for the use of their home and for the delicious luncheon served, the meeting was adjourned.

Meeting at the home of Mr. and Mrs. Ralph Evernden, Botha, members of the Gadsby-Botha Sub-Local spent an enjoyable, and profitable afternoon, on January 15.

The programmes adopted for the remaining meetings of the terms are as follows:

February—The Music Festival; March—The New Course in Art; April—Social Studies; May—Physical Education; June—Tests and Promotions. Miss Nancy Mawer provided entertainment with a demonstration given by her Rhythm Band. Miss Audrey Ferguson, who was to have collaborated with her in introducing the discussion regarding the work of Division I, was absent due to illness, and Miss Mawer carried on with a very capable setting forth of problems which might arise and their solutions. The discussion which followed her remarks was pertinent and general. The spirit which prevailed throughout the meeting augurs well for a long and successful life to the local. The delicious luncheon served by Mrs. Evernden climaxed a thoroughly enjoyable afternoon.

The Sub-Local meets next on Saturday afternoon, February 12, at Gadsby. Teachers who have not as yet attended are especially urged to be present.

GRANDE PRAIRIE

The Grande Prairie A.T.A. Sub-Local was organized on October 8th, 1937 for the term of 1937-38. Business consisted of election of officers. Successful candidates were: President, Mr. Wm. T. Nordon; Vice-President, Mr. W. A. Kujath; Secretary, Mr. R. I. Hughson. Meetings will be held on the first Saturday of every month. Since the New Unit has been established here we expect an interesting and profitable year.

GRIMSHAW

There is to be special meeting of the Grimshaw Sub-Local on February 12. All members are requested to be present.

MACLEOD

The meeting of the Macleod Teachers' Association, which was held on January 8, opened with fourteen members answering to the roll. Plans were made regarding the type of programme the teachers preferred for the ensuing meetings. Miss M. Hillier's pupils then presented a very entertaining little play, entitled "The Knave of Hearts". There was some discussion regarding the advantages of the dramatic course on the curriculum. At the conclusion of the meeting a dainty lunch was served in the Macleod High School. The next meeting is to be held on Saturday afternoon, February 12.

MANYBERRIES

A meeting of the Manyberries Local of the A.T.A. was held in the Orion School on November 10. Mr. Ward was absent because of illness, and so Mr. W. Foster, vice-president, presided. Because of the poor attendance all reports of the resolutions and sports committees were left for a later meeting. Mr. Foster gave a very illuminating talk on educational matters. Miss Foughty told, in a most interesting fashion, of her lovely trip to the Pacific Coast this summer. The meeting was then adjourned.

NEW SAREPTA

The New Sarepta Local held its regular meeting at Hay Lakes on January 15th, with only a few members in attendance. The Secretary's report was read but no further business was transacted. The next meeting of the Local will be held in Hay Lakes on Saturday, February 19th, at 10 a.m.

ONOWAY—(Lac Ste. Anne Division)

Following the organization of the Onoway Sub-local on December 10th, the first regular meeting of that body was held on January 22nd at the home of the Secretary, Mrs. T. Clague, Senior Room Instructor, Onoway School. Miss A. Cox, W. Cosens; Miss E. Forryan, Gibb and Miss MacDonald together with Mr. Hefernan, T. Hughes and Mr. T. Johnson represented nine of the sixteen schools approximately estimated as forming the Sub-local.

With the able leadership of the president, Mr. T. S. Johnson, and by many helpful contributions given by members the meeting was made enjoyable and beneficial to all present.

Many important items of business were discussed. A proposed scheme of approaching a Bus Company, to secure convenient bus service, for one week-end per month, held considerable interest. Final decisions were tabled for a fol-

lowing meeting until such times as expressions of opinion from the Bus Company and absent members could be obtained. Those interested please note.

It was decided to obtain, if at all possible, the aid of various speakers of note for future meetings. Discussions of programmes for School Week and the Proposed Pension Scheme were most helpful. An order of Business and the time and place of future meetings was made definite.

Following the successful conclusion of the meeting refreshments were served by the genial hostess of the evening, Mrs. T. Clague and assistant convener, Miss W. Cosens.

Announcement

The next meeting of the Onoway Sub-local will take place in Onoway "Brick" School on Saturday, February 12th commencing at 2:30 p.m. All members and would-be members are urged to attend.

RADWAY

The Radway teachers held their fifth meeting of the season at the Radway Community Hall on December 13. The officers elected at the first meeting were: Mr. S. Kaspar, President; Mr. W. Klufus, Vice-President; Mr. S. Kozak, Secretary-Treasurer; Mr. Kupchenko, Press Correspondent. Miss E. Scragg was elected Press Correspondent at the last meeting.

The main point of discussion in the first few meetings related to the buying of a projector. Mr. J. M. Bell of the Redwater-Opal local attended the fourth meeting and was very kind in offering suggestions based on the experiences his own local has had with a projector. As fifteen teachers would be too many to handle the projector effectively it was decided that the ten teachers outside of the town of Radway would have the sole charge of it. Concerning this objective the local has already put on a badge party in the community Hall. The best items from the various teachers' Christmas concerts are to be presented at a joint concert Friday, January 14.

At the last meeting Mr. Steve Kaspar gave a very interesting account of the East Edmonton Teachers' Convention. A discussion followed concerning the features of a large unit, organization for the Sturgeon district and the proposed salary schedules. All meetings have been concluded with refreshments and a social half hour. A turkey dinner at the home of Mr. Kupchenko terminated the third meeting.

Starting with the New Year we are hoping to devote more of our time to the educational rather than the business side of our organization. The discussion at the next meeting will relate to the experiences of each teacher with the Enterprise method.

RYLEY

Meeting of the teachers of Ryley and District was held at Ryley on December 11, 1937, and a Sub-local of the Holden District Association was organized. The following officers were elected: President, J. D. McDonald; Vice-President, Miss Nora E. Findlay; Secretary-Treasurer, Miss Theoline Molstad; District Councillor, J. A. Richardson; Press Correspondent, E. R. Stauffer.

The Holden District Constitution, as amended by the District Executive, was read clause by clause and approved.

Meetings are to be held the third Saturday of every month. In January, following his attendance at the District Executive meeting, the District Councillor will present a report.

NOTICE RE POPULARITY CONTEST

I am a candidate in the Royal Yeast Popularity Contest. Will all teachers kindly help me to win a four-year course at University by asking their pupils to collect the blue "fronts" of the Yeast Cake boxes. I am a farm boy, age 20; have completed Grade Twelve and am anxious to take a course in Agriculture. Contest closes May 31. Send the "fronts" to Fraser Carmichael, Stony Plain, Alberta.

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HAVE YOU REGISTERED?

TEACHER'S NAME (in full).....
 SCHOOL ADDRESS.....
 Present School District.....
 When did you commence teaching in above District?.....193..... Annual Salary \$.....
 Name of Previous School District..... No..... Previous Address.....
 Permanent Certificate (yes or no)..... Class..... Signature.....

Following adjournment, a delicious lunch was served by the Misses McKinley and Molstad of the Ryley staff.

SEXSMITH

The Sexsmith A.T.A. Local held its first meeting of the New Year on January 8th in the Sexsmith High School. The attendance was better than usual. The final arrangements for the distribution of the projection machine were made and its operation demonstrated. Miss Hilda Muttart was nominated delegate to the Association's General Convention to be held in Calgary at Easter. It was decided to hold a preliminary meet in Sexsmith sometime before the Grande Prairie Track Meet, the actual date not being set. Due to lack of time Mrs. Spicer and Rev. A. Plunt were unable to lead their discussion, and so we are all looking forward to this next meeting.

SMOKY LAKE

The Smoky Lake Local of the A.T.A. held its monthly meeting at the home of Mr. Gordon Ross on January 15 at 8 p.m. Due to Miss R. Holup's resignation, Mr. L. Bercuson was elected President and Mr. J. Elaschuk, Vice-President. A discussion about the School Fair then followed.

Plans were then made for the Teachers' Banquet which is to be held in the Smoky Lake National Hall on February 12 at 8 p.m. A guest speaker will be arranged for. An invitation is extended to teachers of the surrounding districts. A public dance will be held after the banquet.

When the business section of the meeting was over, the teachers indulged in a few games. A delicious lunch was served.

SPIRIT RIVER-RYCROFT

The January meeting of the Spirit River-Rycroft Sub-local was held on January 15, at 3:30 p.m. at the home of Miss Henderson in Spirit River. After the meeting was called to order, the minutes of the last meeting were read and approved. A time table was then made out for the use of the motion picture machine, which each school will now use on a regular day. The constitution for formally organizing a Sub-local was then read and adopted. The same slate of officers was elected by acclamation.

Mr. Sparby of Grande Prairie was nominated by this Sub-local, as District Representative to the District Executive. Mr. Jack Minchin of White Mountain, was nominated as delegate to the Easter Convention at Calgary.

Lists of especially good books, from those recommended in the Course of Studies, were then given to the Secretary to be forwarded to the District Executive. After business was completed, Miss Henderson, assisted by Miss McDermid, served a most delicious turkey supper. In fact, it was so good that one member of the party carried away a few souvenirs.

STETTLER

On December 4th, the teachers of Stettler and Erskine sub-locals met at the National Hotel. The programme was in charge of the Stettler High School teachers. After enjoying a banquet the teachers then heard two very interesting addresses. Mr. Patrick of Erskine gave a very complete and interesting report on the various points brought to the attention of the Department of Education regarding the operation of the Summer School. The teachers who interviewed the Department were a committee chosen at last year's Summer School. Mr. Dodds then gave a talk on his travels in the Southern United States. He also had a large number of pictures of the places he discussed. His talk was entertaining and educational.

The next meeting is to be held at the end of January the programme to be arranged by the Stettler public school teachers.

THORSBY

On January 15 the Thorsby sub-local of the A.T.A. held a meeting at the home of Mr. and Mrs. G. R. Mealing. There were eight teachers in attendance. The important business of the day was the drawing up of a slate of officers, in part, for the Breton District Association. Our president, Mr. Mealing, expressed a hope for a larger attendance at our future meetings. Mr. Fox of Dunster School gave a splendid address on "General Shop", dwelling upon three phases of the work and at the same time pointed out the meaning, the educational value and the objectives of the course in General Shop now being taught in our Public and High Schools. At the close of the meeting the hostess, Mrs. G. R. Mealing, served a very dainty lunch. Teachers belonging to this local please take note that our next meeting will be held at the home of G. R. Mealing on Saturday, February 19th at 2 p.m. o'clock.

TOFIELD

Regular meeting of the Tofield Sub-Local was held in Tofield school on January 15.

Mr. Thomas gave a report on the organization meeting of the District Association held at Holden November 27th. We were informed by Mr. Thomas, Vice-President of the District Association, and by Mr. Campbell, representative from this sub-local, of the progress made at a recent executive meeting. Suggested Constitution for the District Association was read and approved by the meeting. Proposed salary schedule was read and discussed. Next meeting to take the form of a social evening on Friday, February 18.

TOMAHAWK

Members of the Tomahawk A.T.A. held their third meeting at the Whitby School, the guests of Mrs. M. A. McGinn. Among those present was one new member, Mrs. Reid of Ramona.

As a part of the business meeting, remote parties for a field day to serve all surrounding

schools were suggested. Miss Doreen Montgomery was appointed as Athletic Convener in charge of arrangements. After some discussion the constitution was revised and accepted.

Various opinions were brought up regarding Salary Schedules. Resolutions made at any time would be forwarded to the Central Office, it was decided. The members benefitted from the lively discussions on problems in school discipline and various teaching methods. From this arose the topic for the next meeting "Primary Reading Methods" by Mrs. M. A. McGinn. Following adjournment a delicious lunch was served by the hostess.

WASKATENAU

The regular meeting of the Waskatenau Local of the A.T.A. was held on December 4. A discussion of the course in music was participated in very keenly.

Miss Jean Anderson won the prize in a competition on the recognition of famous men and women in world affairs. The prize and contest were given by Miss Grace Forbes, social convener. A dainty lunch was served before the members bunched up for their cold trip home.

WETASKIWIN SCHOOL FESTIVAL COMMITTEE

The second meeting of the Wetaskiwin School Festival Committee was held at the Millet School house on Friday, the 17th of December. Mr. Bear presided over the following order of business: The advisability of holding a festival this year was discussed. Moved by Mr. Scofield, "Owing to great difficulty of getting full meeting of the committee and to lack of interest shown in some parts of the inspectorate, the Wetaskiwin Festival Committee does not think it feasible to continue the Festival this year, but they would encourage local centres to organize small festivals for the present year." Seconded by Mrs. Munn. Motion carried.

Moved by Miss Fee, "That cups be retained by the present holders until the 1st of May, 1938, and then promptly returned to the Secretary of the Festival Committee." Seconded by Mrs. Munn. Motion carried.

WILLINGDON

The December meeting of the Willingdon local was held at Willingdon on December 10. The teachers, from their respective districts, brought the verdict concerning their school board's viewpoints regarding the projector. Most school boards were willing to contribute their share. Due to Mr. Hannecho's appointment as inspector, it was deemed necessary to alter the executive. Mr. N. Foohey was elected as the succeeding president with Mr. George Shawchuk as vice-president. Mr. Hannecho, as a finale to the meeting, gave a very animated speech on the work of Johann Comenius. The teachers then spent an enjoyable evening at the home of Mr. and Mrs. Hannecho.

CORRESPONDENCE

Mr. John W. Barnett,
Edmonton, Alberta.

Dear Sir:

I am one of those unfortunates—a teacher holding only a Second Class Certificate and worried sick because I'm afraid the time has come when such teachers are being discriminated against. Already in some of the large divisions they are on a lower salary schedule and yet may be giving just as efficient service as a teacher holding a First.

I have been teaching seven years—most of that time in Primary and Junior Grades. I have only a few Grade XII units to write off and one may call it procrastination or just laziness that I haven't obtained my First Class Certificate before. But how is that Certificate going to make me a better teacher, especially in Primary work, in which I'm most interested?

I spend my evenings studying sciences and mathematics that have no bearing at all on my work. How much better it would be if I could get my First by studying child psychology or newer methods in reading or something that would really help me to become a better teacher. Couldn't a plan of one or two Summer School units equalling a Grade XII credit be used?

Those that already have their Certificates may argue

against such a plan, saying that anyone obtaining a First without having Grade XII shouldn't be allowed to teach above a certain grade. Why not? Unless Grade XII was taught, the subjects wouldn't be needed for any other grades.

I'm sure there are many teachers in our Province worrying about this subject of Certification. A few I've talked to feel they aren't giving their best to their classrooms after spending their evening hours working out algebra questions, etc. But most of us can't afford to take a year's leave of absence in order to study. Then there's the worry that inspectors may make a difference in grading reports. All in all, it's creating a feeling of uneasiness and almost a sense of inferiority in us. As one teacher (First Class) said to me, "I'd be worried if I were you, aren't you afraid of being weeded out?" Why should Second Class teachers be weeded out, if they're giving efficient and intelligent service?

I don't know your policy of printing unsigned letters but I do hope you print this in your magazine. I've unburdened my soul a good deal and I don't wish to disclose my name unless necessary.

As you are a staunch supporter of teachers in all their problems, I did not feel at all hesitant about writing this to you.

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